AGENDA
STATE BOARD OF EDUCATION

November 5, 2007

Arkansas Department of Education

Auditorium, Arkansas Department of Education

9:00 AM

Back Print

Consent Agenda

C-1 Minutes - October 8, 2007

Presenter: *Diane Tatum*

C-2 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: *Ms. Beverly Williams Ms. Clemetta Hood*

C-3 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

*By the Court Order of December 1, 1993, the Department of Education is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. Process * In November, the report emphasizes the following: 1. Summary of the PMT for October.*

Presenter: *Dr. Charity Smith/Willie Morris*

C-4 Reports on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001.

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 110 school districts covering a total of 313 positions. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff and are consistent with program guidelines.

Presenter: *Beverly Williams, Assistant Commissioner for Human Resources/Licensure*

C-5 Request for Approval of Stipulated Agreement - Frances Richardson

Frances Richardson currently holds a standard five-year license valid until December 31, 2008. The Arkansas Department of Education recommends that the State Board of Education permanently revoke the certified teaching license of Ms. Richardson. This recommendation is based upon the findings of an ADE investigation into alleged testing improprieties in the Jonesboro School District. Specifically, the Department alleges that Ms. Richardson violated the security and confidentiality of the Spring 2006 Benchmark Exam by knowingly falsifying information in a student portfolio assessment. Such action is prohibited by Ark. Code Ann. 6-15-438 and the Arkansas Department of Education Rules and Regulations Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) 5.07.3.7 and is cause for licensure action pursuant to Ark. Code Ann. 6-17-410(e)(2)(E). Ms. Richardson was notified of the recommendation of revocation of her certified teacher's license and of her right to a hearing before the State Board of Education on November 5, 2007. Ms. Richardson has agreed to accept the recommended revocation effective immediately following the last day of the 2007-2008 school year without a hearing; during the remainder of the 2007-2008 school year, Ms. Richardson shall not participate in the administration of any standardized test assessment. Thus, the Arkansas Department of Education recommends that the teacher's license of Ms. Frances Richardson be permanently revoked effective immediately following the last day of the 2007-2008 school year.

Presenter: *Scott Smith/Tripp Walter*

C-6 Request for Approval of Stipulated Agreement - Robin Roark

Mr. Roark is currently enrolled in the Non-Traditional Licensure Program and is employed as an English instructor at North Little Rock High School. Review of Mr. Roark's criminal background check revealed a conviction of Felony Battery 1st Degree on October 18, 2000. This is a disqualifying offense for a certified teacher's license pursuant to Ark. Code Ann. 6-17-410(c)(4). On September 18, 2007, Mr. Roark was notified of the denial of his application for a certified teacher's license. On September 27, 2007, Mr. Roark submitted a request for a waiver pursuant to Ark. Code Ann. 6-17-410(d).

Mr. Roark has no other convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that Mr. Roark be placed on probationary status for a period of two (2) years from the date of this hearing during which time he must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. 6-17-410.

Presenter: *Scott Smith/Tripp Walter*

Action Agenda

A-1 Request for Approval of 2007-2008 Arkansas Better Chance Grants - Round #4A

Pursuant to the Rules and Regulations Governing the Arkansas Better Chance Program, DCC-ECE requests approval of these grants for the 2007-2008 ABC program.

Presenter: *Sherrill Archer, DCC-ECE Program Specialist*

A-2 Request for Approval of the Adaptations to the Revised Social Studies Framework

Adaptations to the Grade 7 and 8 Revised Social Studies Framework approved by the State Board of Education on February 12, 2007, are submitted for review and approval. These adaptations will ensure that school districts have the option to teach the required semester of Arkansas History at Grades 7 or 8, as well as at Grades 9, 10, 11, or 12, as required by law. These adaptations were prepared by a committee consisting of social studies educators and historians.

Presenter: *Dr. Gayle Potter, Associate Director, Curriculum, Assessment, and Research*

A-3 Review of Accredited-Probationary Status of West Fork High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years

West Fork High School was identified as accredited-probationary by ADE on May 15, 2007, and on May 15, 2006. West Fork High School did not have students enrolled in the required 38 units for the 2006-2007 school year and had a teacher with an expired ALP during the 2005-2006 school year.

ADE recommends that SBE approve action initiated by the West Fork School District under AR Code 6-15-207(c)(8) and require the district to issue written certification that the violations have been corrected and that no other violations of Standards exists by February 1, 2008. An On-campus Standards Review (OSR) will be conducted of the West Fork School District prior to May 15, 2008 to verify the status. ADE is then required to report to SBE as to the extent the district has corrected the violations and as such is subject to AR Code 6-15-206(b)(1).

Presenter: *M. Annette Barnes, School Improvement Coordinator Frank Wimer, Standards Assurance Unit Leader*

A-4 Consideration of Final Approval: Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts

A public hearing was held on September 12, 2007, at the Arkansas Department of Education Auditorium.Other than ADE personnel, no one was present to comment. Several emails were received commenting on the intent of Act 1015 of 2007. Calls and e-mails were received that commented the definition for "Core Academic Courses" did not agree with the definition for " Core Academic Subject Areas" found in the ADE Rules Governing "Highly Qualified" Teachers Pursuant to the No Child Left Behind Act of 2001. That definition is used in these Standards for Accreditation Rules at 3.02.
The Arkansas Department of Education recommends that the State Board of Education approve the proposed changes to the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

Presenter: *M. Annette Barnes, School Improvement Coordinator Frank Wimer, Standards Assurance Unit Leader*

A-5 Consieration for Final Approval: Rules Governing the Use of Net Athletic Gate Receipts by Public School Districts

At the September meeting, the State Board approved this rule for public comment. Two hearings were held. Recommendations for changes have been implemented in the final revised rule. The Department recommends final approval of this rule.

Presenter: *Dr. Bobbie Davis*

A-6 Consideration for Final Approval: Proposed Rules Governing Arkansas Public Charter Schools, Open Enrollment Application and Lease Agreement

On July 9, 2007 the State Board approved for public comment Proposed Rules Governing Public Charter Schools. On August 8, 2007, a public hearing was held at the Department. Five people attendedthe public hearing, two of which were ADE staff. Oral and written comments were presented at the public hearing. On August 13, 2007, the State Board approved for public comment New Charter Applications, Renewal Applications and Facilities Lease Agreement. On September 11, 2007, a second public hearing was held at the Department. Five people attended the public hearing, three of which were ADE staff.No onewished to provide additional oral or written comments concerning the Rules. Comments received during the public hearings were reviewed. As a result of the review, the Charter School Unit presents these recommendations to the State Board.

The Arkansas Department of Education recommends that the State Board of Education approve the proposed changes to the Arkansas Department of Education Rules Governing Public Charter Schools.

Presenter: *Dr. Mary Ann D. Brown*

A-7 Hearing of Open Enrollment Charter Application Appeal and ADE Review: Perkins Academy of Fine Arts - Helena-West Helena School District

Perkins Academy of Fine Arts is a proposed open-enrollment public charter school to be located within the Helena-West Helena School District in Helena, Arkansas. The sponsoring entity on the letter of intent and application is Fair Chance Community Development.Grades K-4 will be served with amaximumenrollment of 150 students.

The proposed site for the school is 805 Cherry Street, Helena, Arkansas.

Affected districts for this proposed public charter school include Helena-West Helena, Marvell, Barton-Lexa and KIPP Delta. The Helena-West Helena School District is opposed to the opening of Perkins Academy of Fine Arts. Since the time of the ADE's letter to the applicant advising it of the date and time of the State Board meeting, the applicant has given notice of appeal in request of a hearing regarding this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the Perkins Academy of Fine Arts. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-8 Hearing of Open Enrollment Charter Application Appeal and ADE Review: School of Excellence – DeWitt School District

School of Excellence is a proposed open-enrollment public charter school to be located within the DeWitt School District in Humphrey, Arkansas. The sponsoring entity on the letter of intent and application is

Friends of Humphrey School.Grades 6-12 will be served with a maximumenrollment of 160 students.

The proposed site for the school is 703 North Division, Humphrey, Arkansas.

Affected districts for this proposed public charter school include DeWitt, Stuttgart, Carlisle and Dollarway. The DeWitt School Board voted to disapprove the School of Excellence Open Enrollment Charter. The applicant therefore, has requested a hearing with the State Board of Education in this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the School of Excellence. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-9 Hearing of Open Enrollment Charter Application and ADE Review: Lisa Academy Springdale – Springdale School District

Lisa Academy - Springdale is a proposed open-enrollment public charter school to be located within the Springdale School District in Springdale, Arkansas. The sponsoring entity on the letter of intent and application is Little Scholars of Arkansas Foundation. Grades K-12 will be served with a maximumenrollment of 500 students.

The proposed site for the school is 1395 Henri De Tonti, Tontitown, Arkansas.

Affected districts for this proposed public charter school include Springdale and Fayetteville. The Board of Education of the School District affected did not submit written findings opposing or supporting the opening of Lisa Academy Springdale. The applicant has requested a hearing with the State Board of Education in this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the Lisa Academy Springdale. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-10 Hearing of Open Enrollment Charter Application and ADE Review: Osceola Communication, Arts and Business School – Osceola School District

Osceola Communication, Arts and Business School is a proposed open-enrollment public charter school to be located within the Osceola School District in Osceola, Arkansas. The sponsoring entity on the letter of intent and application is Osceola Communications, Business and Arts, Inc. Grades K-12 will be served with

a maximumenrollment of 375 students.

The proposed site for the school is 1425 Ohlendorf Road, Osceola, Arkansas.

Affected districts for this proposed public charter school include Osceola and South Mississippi. The Osceola School Board submitted a letter of support for the Osceola Communication, Arts and Business School.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the Osceola Communication, Arts and Business School. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-11 Hearing of Open Enrollment Charter Application Appeal and ADE Review: Delta YES Connections Academy – Brinkley School District

Delta YES Connections Academy is a proposed open-enrollment public charter school to be located within the Brinkley School District. The sponsoring entity on the letter of intent and application is Delta YES, Inc.Grades K-12 will be served with a maximumenrollment of 150 students.

The proposed site for the main office for this virtual school is 131 S. New Orleans Ave., Brinkley, Arkansas.

Affected districts for this proposed public charter school include Augusta, Barton-Lexa, Clarendon, Des Arc, DeWitt, Forrest City, Hazen, Helena-West Helena, Hughes, Lee County, Marvell, McCrory, Palestine-Wheatley and Stuttgart. The Board of Education for Brinkley, Clarendon and DeWitt School Districts are opposed to the opening of Delta YES Connections Academy. The applicant has requested a hearing with the State Board of Education in this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the Delta YES Connections Academy. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-12 Hearing of Open Enrollment Charter Application Appeal and ADE Review: Northwest Arkansas Science and Math Intermediate - Fayetteville School District

Northwest Arkansas Science and Math Intermediate is a proposed open-enrollment public charter school to be located within the Fayetteville School District in Fayetteville, Arkansas. The sponsoring entity on the letter

of intent is The Lyceum, Inc. and on the application is The Academy, Inc.Grades 6-8 will be served with a maximumenrollment of 225 students.

The proposed site for the school is Hwy 112 & Park West, Fayetteville, Arkansas.

Affected districts for this proposed public charter school include Fayetteville, Springdale, Rogers, Bentonville, Benton County School of Arts, Huntsville, Lincoln, Siloam Springs, Decatur, Elkins, Greenland, Prairie Grove, Gentry, Gravette, West Fork and Farmington. The Fayetteville Board of Education has voted to disapprove the opening of Northwest Arkansas Science and Math Intermediate. The applicant has requested a hearing with the State Board of Education in this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the Northwest Arkansas Science and Math Intermediate. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-13 Hearing of Open Enrollment Charter Application Appeal and ADE Review: Lisa Academy North Little Rock – Pulaski County Special School District

Lisa Academy North Little Rock is a proposed open-enrollment public charter school to be located within the Pulaski County Special School District in Sherwood, Arkansas. The sponsoring entity on the letter of intent and application is Little Scholars of Arkansas. LISA Foundation Grades K-12 will be served with a maximum enrollment of 500 students.

The proposed site for the school is 5310 Landers Road, North Little Rock, Arkansas.

Affected districts for this proposed public charter school include Pulaski County Special School District, North Little Rock, and Little Rock School. The Board of Education of Pulaski County Special School District, North Little Rock School District and Little Rock School District have voted to disapprove the opening of Lisa Academy North Little Rock. The applicant has requested a hearing with the State Board of Education in this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the Lisa Academy North Little Rock. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-14

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Covenant Keepers College Preparatory Charter School – Little Rock School District

Covenant Keepers College Preparatory Charter School is a proposed open-enrollment public charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity on the letter of intent and application is City of Fire Community Development Inc. Grades 6-8 will be served with a maximum enrollment of 180 students.

The proposed site for the school is 7006 Geyer Springs Road, Little Rock, Arkansas.

Affected districts for this proposed public charter school include Little Rock, North Little Rock and Pulaski County. The Little Rock Board of Education has voted to disapprove the opening of Covenant Keepers College Preparatory Charter School. The applicant has requested a hearing with the State Board of Education in this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the Covenant Keepers College Preparatory Charter School. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-15

Hearing of Open Enrollment Charter Application Appeal and ADE Review: e-STEM Elementary Public Charter School – Little Rock School District

e-STEM Elementary Public Charter School is a proposed open-enrollment public charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity on the letter of intent is Bridges, Inc. The sponsoring entity on the application is Bridges PCS, Inc. Grades K-4 will be served with a maximum enrollment of 360 students.

The proposed site for the school is 112 W. 3rd Street, Level 1, Little Rock, Arkansas.

Affected districts for this proposed public charter school include Little Rock, North Little Rock and Pulaski County Special School District. The Little Rock Board of Education has voted to disapprove the opening of e-STEM Elementary Public Charter School. The applicant has requested a hearing with the State Board of Education in this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the e-STEM Elementary Public Charter School. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-16 Hearing of Open Enrollment Charter Application Appeal and ADE Review: e-STEM Middle Public Charter School – Little Rock School District

e-STEM Middle Public Charter School is a proposed open-enrollment public charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity on the letter of intent is First Things First, Inc. The sponsoring entity on the application is First Things First PCS, Inc. Grades 5-8 will be served with a maximum enrollment of 396 students.

The proposed site for the school is 112 W. 3rd Street, Level 1, Little Rock, Arkansas.

Affected districts for this proposed public charter school include Little Rock, North Little Rock and Pulaski County. The Little Rock Board of Education has voted to disapprove the opening of e-STEM Middle Public Charter School. The applicant has requested a hearing with the State Board of Education in this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the e-STEM Middle Public Charter School. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-17 Hearing of Open Enrollment Charter Application Appeal and ADE Review: e-STEM High Public Charter School – Little Rock School District

e-STEM High Public Charter School is a proposed open-enrollment public charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity on the letter of intent is Arkansas Achievement, Inc. The sponsoring entity on the application is Arkansas Achievement PCS, Inc. Grades 9-12 will be served with a maximumenrollment of 100 students.

The proposed site for the school is 112 W. 3rd Street, Level 1, Little Rock, Arkansas.

Affected districts for this proposed public charter school include Little Rock, North Little Rock and Pulaski County. The Little Rock Board of Education has voted to disapprove the opening of e-STEM High Public Charter School. The applicant has requested a hearing with the State Board of Education in this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the e-STEM High Public Charter School. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

A-18 Hearing of Open Enrollment Charter Application Appeal and ADE Review: Learning for Life Academy – Little Rock School District

Learning for Life Academy is a proposed open-enrollment public charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity on the letter of intent and application is Education Consortia, Inc. Grades 4-8 will be served with a maximum enrollment of 150 students.

The proposed site for the school is 911 W. 19th Street, Little Rock, Arkansas.

Affected districts for this proposed public charter school include Little Rock, North Little Rock and Pulaski County. The Little Rock Board of Education has voted to disapprove the opening of Learning for Life Academy. The applicant has requested a hearing with the State Board of Education in this matter.

Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the Learning for Life Academy. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the application, documentation by the districts, the ADE evaluation and the written response by the applicant have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Dr. Mary Ann D. Brown*

Minutes
State Board of Education
Monday, October 8, 2007

The State Board of Education met on Monday, October 8, 2007, in the Auditorium of the State Education Building. Diane Tatum, Chairman, called the meeting to order at 9:00 a.m.

The following Board members were present: Diane Tatum, Chair; Randy Lawson, Vice-Chair; Sherry Burrow; Brenda Gullett; Dr. Tim Knight; Dr. Ben Mays; MaryJane Rebick; and Dr. Naccaman Williams.

The following Board members were absent: Jim Cooper and Justin Minkel (non-voting) 2007 TOY..

Chair's Report

Ms. Tatum reported attending events during the Central High School Celebration and visiting in the South Conway County School District.

Ms. Rebick attended the Joint Interim Committee on Education meeting in Fayetteville, which included a tour of two new facilities in Springdale. Also, she visited HAAS Hall Academy in Farmington. Ms. Rebick also reported that she would be attending the NASBE annual meeting in Philadelphia later in the week.

Mr. Lawson attended a Teacher of the Year event in Bentonville.

Dr. Williams visited the KIPP Academy Charter School in Helena and Beech Crest Elementary School, which is part of the Helena-West Helena School District.

Ms. Gullett attended the Joint Interim Committee on Education meeting in Fayetteville.

Commissioner's Report

Dr. James reported on the following:

- Interim studies are underway as a result of legislative action from the 2007 Session of the General Assembly. He noted that formative assessment is the topic of study this week with Dr. Margaret Heritage from UCLA leading the discussions.
- A state delegation participated in a conference hosted by the American Diploma Project, which highlighted the Algebra II assessment. He reported that the Arkansas Model continues to be highlighted.
- Participation in the NASBE annual meeting.

The Board heard reports from Dr. Tommie Sue Anthony, President, Arkansas Advanced Initiatives for Math and Science (AAIMS) Grant and from Paul Lazenby program officer for Arkansas Better Chance Program (ABC). Each of these speakers provided program update information and summarized ongoing activities.

Consent Agenda

Dr. Williams asked for additional information regarding the purchase of a house by the Wicks School District. Dr. Bobbie Davis reported that in rural areas, such as Wicks, there is a shortage of quality housing and school districts often provide housing as part of a salary agreement to attract well qualified

administrators into the district. She also reported that in this case the superintendent is paying monthly rent to the district and paying all of the utilities for the house.

Dr. Mays asked about the issue of debt ratio on various loan and bond items. Dr. Davis responded that as a result of legislation in the 2007 session, there is no limit on debt ratio for local school districts. She noted that the Committee, which reviews bonded indebtedness proposals, continues to report the debt ratio, but that it is no longer a factor in approval of the request.

Ms. Tatum asked about the denial of waivers and what would trigger a denial. Beverly Williams responded that most of the denials in this list tend to be that teachers failed to earn the hours as required on the deficiency removal plan or teachers failed to remove the cited deficiency within the required three-year time limit.

Dr. Mays asked about the definition of "multi-purpose" facility. He asked about the Board's responsibility, if any, for approving facilities and funding for facilities in local districts. He also asked for more specific information about the use of facilities that are proposed for funding under the loan and bond program.

Ms. Tatum asked about evaluation of the regional service cooperatives and if there was accountability beyond the five-year study. Dr. Charles Watson responded that there is no legislative requirement for evaluation other than the self-study and peer review every five years. He also noted that each cooperative prepares an annual report of activities and was reviewed as part of the visiting committee's documentation.

Dr. Williams moved to approve the Consent Agenda as presented. Ms. Burrow seconded the motion. The motion was adopted on a vote of 7 yes, 1 no (Mays voted no). Dr. Mays explained his no vote as based on the lack of information for review and approval of the proposed multi-purpose facility in the Loan and Bond section of the Consent Agenda.

- Minutes – September 10, 2007
- Minutes – Specially called meeting – September 24, 2007
- Newly Hired, Promotions and Separations
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Report on Waivers to School Districts for Teachers Teaching Out-of-Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001
- Review of Loan and Bond Applications
- Report on Five-Year Evaluation of Regional Service Cooperatives
- Consideration of Waiver of Mandatory Attendance Days – Little Rock Central High School
- Consideration of Work Force Data Report

Action Agenda

Request for Approval of 2007-2008 Arkansas Better Chance Grants – Round #4

Paul Lazenby was recognized to present this item. Mr. Lazenby reported that additional grants have been submitted, reviewed and are recommended for approval.

Mr. Lawson moved approval as presented. Dr. Knight seconded the motion. The motion was adopted unanimously.

Mr. Lazenby reported that he is assuming new duties in the Department of Human Services and will no longer be the primary contact for the ABC program. He introduced Jane Morrison who will be the new program officer.

Consideration for Final Approval: Proposed Rules Governing the Guidelines, Procedures and Enforcement of the Arkansas Public School Choice Act

Scott Smith was recognized to present this item. Mr. Smith reported that a public hearing was conducted and no comments were received and as a result no changes to the previously approved text are suggested.

Ms. Gullett moved approval as presented. Ms. Rebick seconded the motion. The motion was adopted unanimously.

Request for Final Approval: Proposed Rules Governing the Reimbursement by School Districts for Election Expenses

Dr. Bobbie Davis was recognized to present this item. Dr. Davis reported on the public hearing, but stated that no changes are being recommended to the previously reviewed document.

Dr. Knight moved approval as presented. Dr. Williams seconded the motion. The motion was adopted unanimously.

Request for Final Approval: Proposed Rules Governing the Quality, Security, Validation, and Timeliness of Public School Data in the Arkansas Public School Computer Network

Dr. Bobbie Davis was recognized to present this item. Dr. Davis reported that no one attended the public hearing nor submitted comments during the open hearing process.

Dr. Williams moved approval as submitted. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Rules Governing the Requirements and Procedures for Renewing a Standard Arkansas Teaching License

Beverly Williams was recognized to present this item. Ms. Williams reported that no one attended the public hearing nor submitted comments during the open hearing process.

Mr. Lawson moved approval as submitted. Dr. Williams seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Proposed Rules Governing Arkansas Alternative Pay Programs

Beverly Williams was recognized to present this item. Ms. Williams reported that revisions as outlined are suggested based on comments at the public hearing and written suggestions.

Mr. Lawson moved approval as revised. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Proposed Rules Governing the Rewarding Excellence in Achievement Program

Beverly Williams was recognized to present this item. Ms. Williams reported that revisions as outlined are suggested based on comments at the public hearing and written suggestions. Additionally, Ms. Williams presented suggested revisions to further clarify the procedure for applying this rule. Ms. Burrow asked about funding for programs supported by this rule. Ms. Williams stated that this was part of the Governor's legislative package, which had funding attached. In response to a question from Ms. Gullett, Ms. Williams noted that district activities funded under this rule for this year will be considered as pilot programs.

Ms. Burrow moved approval as amended. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Proposed Rules Governing Incentives for Teacher Recruitment and Retention in High Poverty Districts with an Average Daily Membership of 1,000 or Fewer

Beverly Williams was recognized to present this item. Ms. Williams reported that there were no comments received and no one attended the public hearing.

Dr. Williams moved approval as presented. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Request for Denial of Waiver Request for Certified Employee: Michael Allen Rains

(*A transcript of the precedings of this item was recorded and reported by a court reporter. That transcript is available from the State Board Office in the Department of Education.)*

Tripp Walter was recognized to present this item. Mr. Walter reviewed the charges leading to the recommendation to deny a waiver that would lead to alternate licensure for Mr. Rains.

Mr. Rains was represented by counsel, William Pearson. Mr. Pearson cited youth and bad decisions that led to the arrests and convictions and stressed that the record had been ordered sealed. Scott Smith stated that the Arkansas Attorney General has opined that in matters of license, State agencies have the right to receive all court documents. Mr. Walter noted an additional arrest and conviction that occurred in late 2006 with disposition in early 2007.

Ms. Rebick noted that references were from close acquaintances, not from any current or previous employer.

Ms. Rebick moved to approve the request for denial of licensure. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Dr. Knight moved adjournment. Mr. Lawson seconded the motion. The motion was adopted unanimously.

The meeting adjourned at 11:30 a.m.

These minutes were recorded and reported by Dr. Charles D. Watson.

NEWLY EMPLOYED FOR THE PERIOD OF October 1, 2007 – October 31, 2007

Marion Arnett- Area Project Manager, Grade 23, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 10/29/07.

Vicki Canard – Public School Program Advisor, Grade 21, Arkansas Public School Computer Network (APSCN), effective 10/22/07.

Tammie Cloyes - Program Support Manager, Grade 22, Division of Learning Services, Special Programs/Grants/ Early Childhood, effective 10/08/07.

Jack Hansen - Technical Assistance Specialist, Grade 21, Deputy Commissioner Section, Education Renewal Zones, effective 10/22/07.

Jennifer Hutchings - Staff Development Coordinator, Grade 20, Arkansas Public School Computer Network (APSCN), effective 10/15/07.

***Patricia Izquierdo - Administrative Assistant II, Grade 17, Division of Learning Services, Special Programs/Coordinated School Health, effective 10/01/07.**

Angel Peugh - Applications and Systems Analyst, Grade 21, Arkansas Public School Computer Network (APSCN), effective 10/15/07.

***Dr. Alice Barnes Rose - Assistant Commissioner, Grade 99, Division of Learning Services, effective 10/01/07.**

Danielle Small - Secretary I, Grade 11, Division of Human Resources/Licensure, Professional Licensure, effective 10/15/07.

David Tumlison- Public School Program Advisor, Grade 21, Division of Learning Services, School Improvement/Standards Assurance, effective 10/08/07.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF October 1, 2007 –October 31, 2007

***John DeLeon - from General Maintenance Repairman, Grade 17, Division of Fiscal and Administrative Services, Maintenance, to Building Plant Maintenance Supervisor II Grade 18, Division of Fiscal and Administrative Services, Maintenance, effective 10/01/07.**

Barbara Dobbs - from a Secretary II, Grade 13, Division of Human Resources/Licensure, Teacher Quality, to an Administrative Assistant II, Grade 17, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 10/01/07.

Ted Grizzelle – from a Maintenance Work Planner and Scheduler, Grade 11, Division of Fiscal and Administrative Services, Maintenance, to a General Maintenance Repairman, Grade 17, Division of Fiscal and Administrative Services, Maintenance, effective 10/01/07.

Lonnie Keys - from a Statisticians Assistant II, Grade 12, Division of Fiscal and Administrative Services, Financial Accountability, to a Secretary II, Grade 13, Deputy Commissioner, Curriculum, Assessment and Research, effective 10/01/07.

SEPARATIONS FOR THE PERIOD OF October 1, 2007 – October 31, 2007

***Deborah Harris - Accountant, Grade 18, Arkansas Public School Computer Network (APSCN), effective 10/04/07. 0 Years, 7 Months, 17 Days. Code: 2**

***Minority**

AASIS Code:

Involuntary Termination

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
OCTOBER 31, 2007

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of October 2007.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2007
I. Financial Obligation	As of September 30, 2007, State Foundation Funding payments paid for FY 07/08 totaled $12,065,915 to LRSD, $6,487,668 to NLRSD, and $9,895,516 to PCSSD. The Magnet Operational Charge paid as of September 30, 2007, was $2,788,994. The allotment for FY 07/08 was $15,339,457. M-to-M incentive distributions for FY 07/08 as of September 30, 2007, were $445,769 to LRSD, $432,937 to NLRSD, and $1,105,644 to PCSSD. In September 2007, General Finance made the first one-third payment to the Districts for their FY 07/08 transportation budget. As of September 30, 2007, transportation payments for FY 07/08 totaled $1,401,197 to LRSD, $409,917 to NLRSD, and $1,127,985 to PCSSD. In July 2007, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales $1,036,115. In July 2007, Finance paid the Magnet Review Committee $92,500. This was the total amount due for FY 07/08. In July 2007, Finance paid the Office of Desegregation Monitoring $200,000. This was the total amount due for FY 07/08.
II. Monitoring Compensatory Education	On October 11, 2007, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. He handed out news articles about the LRSD being declared unitary and the Joshua intervenors filing a notice of appeal to the 8th Circuit Court. The LRSD and the Joshua intervenors have asked that the appeal be put on hold while they pursue a mediated settlement. Mr. Scott Richardson from the Attorney General's Office said that the LRSD had until October 31 to respond to the appeal filed by the Joshua intervenors. He said that the NLRSD was trying to get total unitary status and the PCSSD was working on getting unitary status in their student assignment. The next Implementation Phase Working Group Meeting is scheduled for January 10, 2008 at 1:30 p.m. in room 201-A at the ADE.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2007
III. A Petition for Election for LRSD will be Supported Should a Millage be Required	Ongoing. All court pleadings are monitored monthly.
IV. Repeal Statutes and Regulations that Impede Desegregation	In July 2007, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 86th Legislative Session, and any new ADE rules or regulations.
V. Commitment to Principles	On October 8, 2007, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of September.
VI. Remediation	On February 9, 2007, ADE staff provided District Test Coordinator Training at the School for the Blind Auditorium in Little Rock. Two staff members from the LRSD and three staff members from the PCSSD attended.
VII. Test Validation	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
VIII. In-Service Training	A Tri-District Staff Development Committee meeting was held on September 4, 2007. Staff from PCSSD, NLRSD, LRSD, AETN and the ADE attended. Mickey Kamer from AETN discussed the IDEAS professional development portal. Teachers can get on the internet at www.aetn.org/education and click on the IDEAS icon. They can register online and set up a free account. Teachers can take a pretest and use the prescriptive pathway to complete the lessons that they need, or they can use the learning pathway to complete all of the lessons in a course. Teachers take a post-test after the last lesson. If the teacher achieves 80% mastery on the post-test, they can receive certification. The superintendent of their school approves the professional development hours for the course taken. A teacher can only get credit for taking a course one time. The IDEAS Education Portal has 4000 accounts available for Arkansas teachers.
IX. Recruitment of Minority Teachers	In July 2007, ADE Professional Licensure mailed a list of Spring 2007 minority teacher graduates from Arkansas colleges and universities to the three Pulaski County school districts.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2007
X. Financial Assistance to Minority Teacher Candidates	Collin Callaway of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2007-2008 on October 15, 2007. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows: STAR Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award White 58 264,000 328 1,402,500 386 1,666,500 Black 10 51,000 29 136,500 39 187,500 Hispanic 4 18,000 4 18,000 Native Amer 1 3,000 1 6,000 2 9,000 Other 4 21,000 11 42,000 15 63,000 **Totals** 73 339,000 373 1,605,000 446 1,944,000 The scholarship awards for MTS are as follows: MTS Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award Black 7 35,000 28 137,500 35 172,500 Hispanic 6 30,000 6 30,000 Asian 2 10,000 2 10,000 Native Amer 4 20,000 4 20,000 **Totals** 7 35,000 40 197,500 47 232,500 The scholarship awards for MMF are as follows: MMF Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award Black 2 8,750 27 125,000 29 133,750 Asian 2 11,250 2 11,250 **Totals** 2 8,750 29 136,250 31 145,000
XI. Minority Recruitment of ADE Staff	The MRC met on October 9, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of June 30, 2007 and September 30, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. After reviewing the September report, it was determined that it needs some corrections. A new September report will be handed out after the changes have been made.
XII. School Construction	This goal is completed. No additional reporting is required.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2007
XIII. Assist PCSSD	Goal completed as of June 1995.
XIV. Scattered Site Housing	This goal is completed. No additional reporting is required.
XV. Standardized Test Selection to Determine Loan Forgiveness	Goal completed as of March 2001.
XVI. Monitor School Improvement Plans	On August 21, 2007, the new ADE ACSIP supervisor for the LRSD was introduced to the primary administrative staff at the Instructional Resource Center (IRC) by the previous ADE supervisor. On August 28, 2007, ADE staff attended a meeting with the Title I coordinator at the IRC in the LRSD. They discussed the ACSIP process and planning for the 2007 - 2008 school year. On September 5, 2007, ADE staff gave a presentation at the Embassy Suites Hotel for LRSD personnel regarding the newly revised (8/22/07) ACSIP Approval Rubric. Information was given on developing an appropriate School Improvement Plan. On September 15, 2007, ADE staff gave a presentation on parental involvement at the Horace Mann Magnet School in the LRSD. The presentation was done for the Parent Involvement Institute to invite the parents to become active participants in the education of their children. On September 17, 2007, ADE staff conducted a peer review training session for district and building staff at the NLRSD Central Office. The purpose of the session was to increase the understanding of the school improvement process. On October 3 and 5, 2007, ADE staff conducted a peer review for district and building plans per rubric in preparation for 2007 - 2008 plan re-submission at the NLRSD Central Office. Changes were noted and corrections will be made to the school improvement plan. On September 20, 21, 25 - 28, and October 1, 2007, ADE staff attended meetings with the PCSSD principals and ACSIP chairs at the PCSSD Central Office. ACSIP plans were reviewed and updated to ensure compliance with State and Federal mandates.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2007
XVII. Data Collection	The ADE Office of Public School Academic Accountability has released the 2006 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas. The annual school performance report is based on reliable statistical information uniformly required to be collected and submitted by each local school district to the department and published in a format that can be easily understood by parents or guardians who are not professional educators and distributed to the parents or guardians of children enrolled in the public schools via the postal service. Individual school reports are also made available via the Internet. Statistical information in the Arkansas School Performance Report is organized into the following seven essential accountability indicators: 1: ACHIEVEMENT, 2: ACCESS, 3: RETENTION, 4: DISCIPLINE, 5: DEMOGRAPHICS, 6: CHOICE, 7: ECONOMIC.
XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations	On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP Code	LENGTH OF TIME TEACHING OUT OF AREA
4101000	Ashdown Public School District	3	Tobie Sprawls	Elementary (1-6)	Art	201			2007-2008
			Robyn Parker	English Language Arts (7-12)	Language Arts (6th grade)	105			2007-2008
			Lacy Shamsie	Physical/Earth Science (7-12)	Science	104			2006-2007 2007-2008
				Life/Earth Science (7-12)					
7401000	Augusta Public School District	7	Wendy Pate	Early Childhood Education (P-4)	Special Education	230			2007-2008
			Nancy Lowery	BusEdSec Endorsement (7-12)	Physical/Earth Science	169			2007-2008
				BusEdComTec Endorsement (7-12)					
				Bus Ed Vocational Endorsement (7-12)					
				General Science (7-12)					
				Life/Earth Science (7-12)					
				Marketing Tech (7-12)					
				Career Prep Endorsement (7-12)					
				Applied Biology/Chemistry I (7-12)					
				Applied Biology/Chemistry II (7-12)					
			Kathleen Langford	Middle School English (5-8)	Special Education	230			2007-2008
				English Language Arts (7-12)					
			April Grisham	Early Childhood Education (P-4)	Special Education	231			2007-2008
				Middle School Social Studies (5-8)					
				Elementary (1-6)					
			Rachel Phillips	Early Childhood Education (P-4)	Gifted & Talented	306			2007/2008
				MidChLangArt/SS (4-8)					
			Jana Wilson	Social Studies (7-12)	(Middle School Math, Science, Social Studies & Language)	168 & 002			2006-2007 2007-2008
			Elsie Chestnut	Middle School Social Studies (5-8)	Special Education	230			2007-2008
				Elementary (1-6)					
7301000	Bald Knob Public School District	1	Linda Landers	English Language Arts (7-12)	Journalism	108			2007-2008

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				Oral Communication (7-12)					
				Drama (7-12)					
6301000	Bauxite Public School District	1	Leah Vocque	Early Childhood Education (P-4)	Special Education	230			2006-2007 2007-2008
				Social Studies (7-12)					
6302000	Benton Public School District	4	Stephanie Taylor	Early Childhood Education (P-4)	Special Education	230 & 231			2005-2006 2006-2007 2007-2008
			Karen Stout	Early Childhood Education (P-4)	Guidance & Counselor	299 & 300			2007-2008
				Elementary (K-6)					
			Tane Steed	Mathematics (7-12)	Art	201			2005-2006 2006-2007 2007-2008
				Art (7-12)					
			Jacqueline Vergason	Early Childhood Education (P-4)	Library Media Specialist	295 & 296			2006-2007 2007-2008
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
O502000	Bergman Public School District	1	Reina Alexander	MidChLangArt/SS (4-8)	Mathematics	200			2007-2008
				MidChSci/Math (4-8)					
4702000	Blytheville Public School District	9	Lisa Austin	Social Studies (7-12)	Guidance Counseling	299 & 300			2006-2007 2007-2008
			Jerry Barber	District Administrator (P-12)	Special Education	230			2005-2006 2006-2007 2007-2008
				PE/Wellness/LEI (P-8)					
				PE/Wellness/LEI (7-12)					
			Rachel Clement	Early Childhood Education (P-4)	Middle School	168 & 002			2007-2008
			Alithia Davis	Russian (P-8)	Special Education English	230			2007-2008
				Russian (7-12)					
				Drama/Speech (P-8)					

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				Drama/Speech (7-12)					
			Robert Gillham	Building Administrator (7-12)	Special Education	230			2006-2007 2007-2008
				Agriculture Science & Technology (7-12)					
				PE/Wellness/LEI (P-8)					
				PE/Wellness/LEI (7-12)					
				Guidance Counseling (7-12)					
				School Psychology Specialist (P-12)					
				Driver Education Endorsement (7-12)					
			Paul Jenkins	Social Studies (7-12)	Special Education Math	230			2006-2007 2007-2008
				Business Technology (7-12)					
			Susanne McDowell	Early Childhood Education (P-4)	Art	201 & 202			2007-2008
				Elementary (K-6)					
			Sharon Nash	Early Childhood Education (P-4)	Guidance Counseling	299 & 300			2005-2006 2006-2007 2007-2008
				Middle School Social Studies (5-8)					
				Elementary (1-6)					
			Robin Sneed	English Language Arts (7-12)	Library Media Specialist	296			2007-2008
4201000	Booneville Public School District	2	Erin Baker	Early Childhood Education (P-4)	Guidance Counseling	299			2007-2008
			Jay Loyd	Mathematics (7-12)	Coaching	293			2007-2008
				Guidance & Counseling (P-8)					
				Guidance & Counseling (7-12)					
				Applied Math I (7-12)					
				Applied Math II (7-12)					
7303000	Bradford Public School District	1	Gloria Woods	Family & Consumer Science (4-8)	Career Orientation	n/a			2007-2008
				Family & Consumer Science (7-12)					
6303000	Bryant Public School District	13	Kimberly Baker	MidChLangArt/SS (4-8)	Gifted & Talented	305 & 306			2007-2008

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				MidChSci/Math (4-8)					
				Gifted & Talented (P-8)					
				Gifted & Talented (7-12)					
			Lynn Cardin	Building Administrator (P-8)	Special Education	230			2007-2008
				Building Administrator (7-12)					
				Middle School English (5-8)					
				Middle School Physical Education (5-8)					
				Middle School Social Studies (5-8)					
				English Language Arts (7-12)					
				Elementary (1-6)					
			Lynda Currey	Secondary Physical Education (7-12)	Special Education	231			2007-2008
			Kenneth Dees	MidChLangArt/SS (4-8)	Special Education	230			2007-2008
				Social Studies (7-12)					
				MidChSci/Math (4-8)					
			Cheryl Robertson	Early Childhood Education (P-4)	Library Media Specialist	295 & 296			2007-2008
				MidChLangArt/SS (4-8)					
				MidChSci/Math (4-8)					
			Jim Wright	Health Education (7-12)	Special Education	230			2007-2008
				Secondary Physical Education (7-12)					
				Arkansas History (5-8)					
				American History (5-8)					
				Geography (7-12)					
			Autumn Grant	Early Childhood Education (P-4)	Gifted & Talented	305 & 306			2007-2008
			Rebecca Hartsfield	Elementary (1-6)	Gifted & Talented	305 & 306			2007-2008
			Pam Hoover	Building Administrator (P-8)	Special Education	230 & 231			2007-2008
				Building Administrator (7-12)					
				Elementary (1-6)					
				Guidance & Counseling (P-8)					
				Guidance & Counseling (7-12)					
			Shannon Minton	MidChLangArt/SS (4-8)	Special Education	230 & 231			2007-2008
				MidChSci/Math (4-8)					

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			Megan Monroe	Early Childhood Education (P-4)	Gifted & Talented	305 & 306			2007-2008
				MidChLangArt/SS (4-8)					
				MidChSci/Math (4-8)					
			Connie Thomas	Early Childhood Education (P-4)	Early Childhood Special Education	231			2007-2008
				Elementary (K-6)					
			Ranette Taylor	Early Childhood Education (P-4)	Gifted & Talented	305 & 306			2007-2008
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
				Business Technology (4-8)					
4304000	Cabot Public School District	10	Susan Thompson	Long-Term Substitute Teacher					
			Portia Wilson	Long-Term Substitute Teacher					
			Ben Lippert	Long-Term Substitute Teacher					
			Jennie Gates	Long-Term Substitute Teacher					
			Susan Prior	Long-Term Substitute Teacher					
			Casey Rice	Long-Term Substitute Teacher					
			Kasey Schick	Long-Term Substitute Teacher					
			Rita Reeves	Long-Term Substitute Teacher					
			Michele Conant	Early Childhood Education (P-4)	Early Childhood Special Education	231			2007-2008
			Caroline Gairham	Early Childhood Education (P-4)	Gifted & Talented	299 & 300			2007-2008
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
5204000	Camden Fairview Public School District	1	Casey Nix	Long-Term Substitute Teacher	5th grade	002 & 168			2007-2008

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1702000	Cedarville Public School District	1	Stacy Stephens	Early Childhood Education (P-4)	Special Education	231			2007-2008
				Elementary (K-6)					
2402000	Charleston Public School District	2	Hilaree Farrell	English Language Arts (7-12)	Journalism & Oral Communication	108			2007-2008
				Social Studies (7-12)					
			Johnnie Whitman	Mathematics (7-12)	Business Technology	224			2007-2008
				Applied Math I (7-12)					
				Applied Math II (7-12)					
4802000	Clarendon Public School District	4	Kendrick Hudson	PE/Wellness/LEI (7-12)	Life/Earth Science & Physical/Earth Science	170 & 169			2007-2008
				Coaching (7-12)					
			Kathy McRant	Early Childhood Education (P-4)	Music	203			2005-2006 2006-2007 2007-2008
				Elementary (K-6)					
			Michelle Marshall	Early Childhood Education (P-4)	Art	201			2006-2007 2007-2008
				Elementary (K-6)					
			Kari Simpson	Early Childhood Education (P-4)	Library Media Specialist	295			2006-2007 2007-2008
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
2301000	Conway Public School District	1	Chassie Holder	Long-Term Substitute Teacher	Spanish	OO3			2007-2008
1101000	Corning Public School District	5	Susan Benton	Middle School English (5-8)	Special Education	230			2005-2006 2006-2007 2007-2008
				Elementary (1-6)					
			Kelli Brickley	Early Childhood Education (P-4)	Special Education	230			2005-2006 2006-2007 2007-2008

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			Chad Hovis	MidChLangArt/SS (4-8)	Guidance & Counseling	300			2006-2007 2007-2008
				Health Education (7-12)					
				Secondary Physical Education (7-12)					
				Coaching (7-12)					
				Middle School Math (5-8)					
				MidChSci/Math (4-8)					
				Driver Education Endorsement (7-12)					
			Caleb Thomas	MidChLangArt/SS (4-8)	Football Coach	293			2007-2008
				MidChSci/Math (4-8)					
			Shelley Smith	Secondary Physical Education (7-12)	Physical Science	169			2005-2006 2006-2007 2007-2008
				Physical/Earth Science (7-12)					
				PE/Wellness/LEI (7-12)					
				Coaching (P-8)					
1901000	Cross County Public School District	8	Melonie Hixon	English Language Arts (7-12)	Social Studies	167			2007-2008
			Ronnie Ward	PE/Wellness/LEI (P-8)	Social Studies	167			2007-2008
				PE/Wellness/LEI (7-12)					
				Coaching (7-12)					
			Jacob Maxwell	Life/Earth Science	Physical/Earth Science	169			2007-2008
			Willie Patterson	Health Education (7-12)	Physical Education	227			2006-2007 2007-2008
				Secondary Physical Education (7-12)					
			Terri Tyner	Bus Ed Vocational Endorsement (7-12)	Special Education	230			2007-2008
				Mathematics (7-12)					
				Business Technology (7-12)					
			Kristin Austin	Business Technology (7-12)	Journalism	108			2007-2008
				Business Technology (7-12)					
				Career Orientation Endorsement (7-12)					
			Matthew Mooney	Mathematics (7-12)	Coaching	293			2007-2008

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			Leslie Sanders	Business Technology (7-12)	Special Education	230			2005-2006 2006-2007 2007-2008
O201000	Crossett Public School District	3	Hagit Fendley	Bus Ed Com Tec Endorsment (7-12)	Early Childhood Special Education	231			2007-2008
				Bus Ed Vocational Endorsement (7-12)					
				NonBus Ed Vocational Endorsement (7-12)					
				Business Technology (7-12)					
			Kristy Stephenson	Elementary (1-6)	Science/Mathematics	168			2007-2008
			Benny Carlton	Agriculture Science & Technology (7-12)	Life/Earth Science	170			2007-2008
7503000	Danville Public School District	1	Cheryl Seay	Business Technology (4-8)	Middle School Social Studies	167			2007-2008
				Business Technology (7-12)					
7504000	Dardanelle Public School District	1	Jeanna Poniewaz	Reading (1-12)	Special Education	230			2006-2007 2007-2008
				Middle School Science (5-8)					
				Elementary (1-6)					
5106000	Deer/Mt. Judea Public School District	5	Melissa Winnat	Early Childhood Education (P-4)	Math/Science	168			2007-2008
				Elementary (K-6)					
				Art (P-8)					
			Melissa King	Early Childhood Education			Curriculum Program Administrator	321, 322	2007-2008
			William Bowman	Spanish (P-8)	English	166			2007-2008
				Spanish (7-12)					
			Joel Phillips	Early Childhood Education (P-4)	Guidance & Counseling	299 & 300			2007-2008
			Gregg Coffman	Coaching (7-12)	Life/Earth Science	170			2007-2008
				Mathematics (7-12)					
				Transitional Math (9-12)					

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2104000	Dumas Public School District	1	Deena Jarrett	English Language Arts (7-12)	4th grade	168 & OO2			2007-2008
				Library Media Specialist (P-8)					
				Library Media Specialist (7-12)					
5608000	East Poinsett County Public School District	1	Bryan Harris	Journalism (7-12)	Civics	167			2007-2008
				Secondary Physical Education (7-12)					
				English Language Arts (7-12)					
				Oral Communication (7-12)					
7201000	Elkins Public School District	2	Jennifer Dowdle	Early Childhood Education (P-4)	Library Media Specialist	295 & 296			2007-2008
				MidChLangArt/SS (4-8)					
				MidChSci/Math (4-8)					
			Amber Davis	Early Childhood Education (P-4)	Special Education	230 & 231			2007-2008
				MidChLangArt/SS (4-8)					
				MidChSci/Math (4-8)					
7202000	Farmington Public School District	1	Willie Williams	MidChLangArt/SS (4-8)	Special Education	230			2006-2007 2007-2008
				MidChSci/Math (4-8)					
7203000	Fayetteville Public School District	14	Emery Faulkner	Bus Ed Vocational Endorsement (7-12)	Math (10-12)	200			2007-2008
				Technical Permit (7-12)					
				Business Technology (4-8)					
				Business Technology (7-12)					
				Careet Prep Endorsement (7-12)					
				Computer Engine (7-PS)					
				Geo Spacial Technology (7-PS)					
			Linda Martens	German (7-12)	Special Education	230			2007-2008
				Middle School English (5-8)					
				English Language Arts (7-12)					
				English as a Second Language (P-8)					
				English as a Second Language (7-12)					

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			Jared McBride	Business Technology (7-12)	Health	227 & 228			2007-2008
				Coaching (7-12)					
				Coaching (P-8)					
			Kelley Williams	Mathematics (7-12)	Middle School Math	168			2007-2008
			Jacqueline White	Social Studies (7-12)	Special Education	230			2007-2008
			Mandy Mobley	MidChLangArt/SS (4-8)	Mathematics	200			2007-2008
				MidChSci/Math (4-8)					
			David Young	General Science (7-12)			Bldg Level Administrator	313	2007-2008
				Physical/Earth Science (7-12)					
				Life/Earth Science (7-12)					
			Blake Travis	PE/Wellness/LEI (P-8)	Physical/Earth Science	169			2005-2006 2006-2007 2007-2008
				PE/Wellness/LEI (7-12)					
				Coaching (7-12)					
			Linda Granbois	Early Childhood Education (P-4)	Reading Specialist	297 & 298			2006-2007 2007-2008
				Elementary (K-6)					
				Sp Ed Instructional Specialist (K-6)					
				SpEdEch Instructional Specialist (P-4)					
				English as a Second Language (P-4)					
				English as a Second Language (7-12)					
			Lory Hall	English Language Arts (7-12)	Library Media Specialist	296			2006-2007 2007-2008
			Joel Henderson	Journalism (7-12)	Oral Communication	n/a			2005-2006 2006-2007 2007-2008
				Arkansas History (5-8)					
				American History (5-8)					
				Geography (7-12)					

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			Brent Smith	Life/Earth Science (7-12)	Science 6th grade	104			2006-2007 2007-2008
			Heather Bowen	Middle School Social Studies (5-8)	Special Education	230			2006-2007 2007-2008
				Elementary (1-6)					
			Amber Paul	Elementary (1-6)	Early Childhood Special Education	231			2007-2008
4501000	Flippin Public School District	2	Lisa Daffron	Middle School English (5-8)	Guidance & Counseling	299			2007-2008
				Middle School Science (5-8)					
				Middle School Social Studies (5-8)					
				Elementary (1-6)					
			Shelena Smith	General Science (7-12)	Guidance & Counseling	300			2007-2008
				Life/Earth Science (7-12)					
6201000	Forrest City Public School District	1	Brandi Banks	Social Studies (7-12)	Special Education	230			2007-2008
4602000	Genoa Central Public School District	1	Christy Hart	Secondary Physical Education (7-12)	Library Media Specialist	295 & 296			2007-2008
				Elementary Physical Education (K-6)					
				Middle School Physical Education (5-8)					
				Coaching (7-12)					
				General Science (7-12)					
				Middle School Science (5-8)					
				Life/Earth Science (7-12)					
				PE/Wellness/LEI (P-8)					
				PE/Wellness/LEI (7-12)					
404000	Gravette Public School District	1	Melinda Griffin	Long-Term Substitute Teacher	Middle School	OO2			2007-2008
803000	Green Forest Public School District	1	Michelle Graves	English Language Arts (7-12)	Journalism	108			2006-2007 2007-2008
				Journalism (7-12)					

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7204000	Greenland Public School District	1	Valerie Slaughter	Early Childhood Education (P-4)	Special Education	231			2007-2008
				ESL P-12					
203000	Hamburg Public School District	1	Leigh Defir	English Language Arts (7-12)	Kindergarten	OO1			2007-2008
				Social Studies (7-12)					
6804000	Highland Public School District	1	Peggy Long	Elementary (1-6)	Social Studies	167			2006-2007 2007-2008
				Sp Ed Instructional Specialist (4-12)					
				SpEdEch Instructional Specialist (P-4)					
2603000	Hot Springs Public School District	2	Jacqueline Graham	English Language Arts (7-12)	Middle School English	105			2007-2008
			Linda Turner	Early Childhood Education (P-4)	Early Childhood Special Education	230			2007-2008
3306000	Izard County Consolidated Public School District	1	Kari Sylvia	MidChLangArt/SS (4-8)	Music	203			2007-2008
				MidChSci/Math (4-8)					
3405000	Jackson County Public School District	1	Brittanty Churchman	MidChLangArt/SS (4-8)	Early Childhood Special Education	231			2007-2008
				MidChSci/Math (4-8)					
5102000	Jasper Public School District	2	Frances Sawrie	Agriculture Science & Technology (7-12)	Physical/Earth Science	169			2007-2008
					Life/Earth Science	170			
			Brenna Osborne	MidChLangArt/SS (4-8)	Drivers Education	n/a			2007-2008
				MidChSci/Math (4-8)					
2606000	Lakeside Public School District	1	Gina Buth	Early Childhood Education (P-4)	Special Education	230			2007-2008
				Middle School Social Studies (5-8)					

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				Elementary (K-6)					
7205000	Lincoln Public School District	1	Morgan Hunt	Business Technology (7-12)	Special Education	230			2007-2008
4202000	Magazine Public School District	2	Rhonda Garner	Elementary Education 1-6	Gifted & Talented	305, 306			2006-2007 2007-2008
			Shane Gordon	Building Level Administrator			Curriculum/Program Coordinator	314, 315	2006-2007 2007-2008
3003000	Magnet Cove Public School District	2	Bonny Hamm	Early Childhood Education P-4	Special Education	230			2007-2008
			Mark Hamby	Secondary Physical Education	Social Studies 7-12	167			2007-2008
				Coaching					
3004000	Malvern Public School District	4	Brandy McGhee	Early Childhood Education P-4	Special Education	231			2006-2007 2007-2008
			Brigette Allen	Elementary 1-6	Gifted & Talented	305, 306			2005-2006 2006-2007 2007-2008
			Tammy Sullivan	Physical Education K-12	Special Education	230			2006-2007 2007-2008
			Marvin Reeves	PE/Wellness/Leisure 7-12	Physical/Earth Science	169			2007-2008
6102000	Maynard Public School District	1	Julie Fisher	English 7-12	Oral Communications				2007-2008
				Art P-12					
				Gifted & Talented P-12					
5703000	Mena Public School District	2	Tammy Irons	Elementary Education K-6	Gifted & Talented	305, 306			2007-2008
			Sarah Gibson	Early Childhood Education P-4	Special Education	230			2007-2008

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	Methodist Family Health Center	3	Linda Duke	Social Studies 5-8	Special Education	231			2007-2008
				Elementary Education 1-6					
			Crystal Sayers	Elementary Education P-4	Special Education	230			2007-2008
			Aaron Hendrix	Health Education 7-12	Special Education	230			2007-2008
				Physical Education 7-12					
				Coaching 7-12					
4902000	Mt. Ida Public School District	3	Tina Brown	Elementary K-6	Physical Education	227			2007-2008
			Terry Guerra	Early Childhood Elementary	Art P-12	201, 202			
					Music P-12	203, 204, 205, 206			2005-2006 2006-2007 2007-2008
			Sandra Crawford	English 7-12	Drama/Speech	208			2006-2007 2007-2008
1703000	Mountainburg Public School District	1	Misty Gassaway	Business Education	Career Orientation	N/A			2007-2008
6901000	Mountain View Public School District	3	Cassandra Ashley	Early Childhood Education P-4	Library Media	295, 296			
			Stephen Pogue	English/Language Arts	Special Education	230			2006-2007 2007-2008
			Melissa McPherson	Early Childhood Education P-4	School Counseling	299, 300			2006-2007 2007-2008
3403000	Newport Public School District	8	Kimberlee Harris	Social Studies	School Counselor	300			2007-2008
			Suzanne Gibson	FACS	Physical/Earth Science	169			2007-2008
			Carla Witcher	MS English/SS	English	166			2007-2008

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			Shannon Caraway	Health	Special Education	230			2007-2008
				PE 7-12					
				Caoching					
			Katherine Higginbottom	Middle Childhood	Library Media	295			2007-2008
			Kristi Anderson	PE/Well/Lei	Middle Childhood 5-8	168, 002			2007-2008
				Coaching					
			Crystal Myers	ECE P-4	Special Education	230			2007-2008
				Middle Childhood					
			Ashleigh Gatewood	ECE P-4	Special Education	231			2006-2007 2007-2008
0304000	Norfork Public School District	1	Jessica Cooper	ECE P-4	Special Education	230, 231			2007-2008
0706000	Norphlet Public School District	1	Brooke Bonsall	ECE P-4	Special Education	231			2005-2006 2006-2007 2007-2008
5706000	Ouachita River Oden Public School District	2	Apryl Philpot	Science 7-12	School Counselor	299			2007-2008
			Lorri Cormack	ECE P-4	Special Education	230, 231			2006-2007 2007-2008
6505000	Ozark Mountain Public School District	3	Heather Cothran	ECE P-4	Library Media	295, 296			2007-2008
			Gwendolyn Vance	Vocal Music P-12	Special Education 4-12	230			2006-2007 2007-2008

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			Judith Watts	Business Tech	Special Education 4-12	230			2006-2007 2007-2008
2808000	Paragould Public School District	1	Amber Nicolle	ECE P-4	Special Education	230			2007-2008
7007000	Parkers Chapel Public School District	2	Shawn Evans	ECE P-4	Special Educattion	230			2007-2008
				Middle Childhood					
			LaDonna Miller	Spanish	ESL	307, 308			2007-2008
				Bldg. Adm.					
0407000	Pea Ridge Public School District	1	Jeff Treadwell	Social Studies	Special Education	230			2007-2008
5303000	Perryville Public School District	1	Robert Hogan	Health			Building Administrator		2007-2008
				PE					
6103000	Pocahontas Public School District	2	Dawn Shults	Middle Childhood	Physical/Earth Science	169			2007-2008
				Physical Education					
			Linda Smith	Elementary (1-6)	Library Media	295			2005-2006 2006-2007 2007-2008
				Special Education					
5804000	Pottsville Public School District	3	Stephanie Guyse	English 7-12	Special Education	230			2006-2007 2007-2008
			Kari Stroud	English	Drama/Speech	207, 208			2006-2007 2007-2008

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			Miriam Pyatt	English	Gifted/Talented	305, 306			2007-2008
				Jounralism					
7307000	Riverview Public School District	1	Tracy Ball	Middle Childhood	Gifted/Talented	305, 306			2007-2008
5805000	Russellville Public School District	2	Carin McNabb	Secondary PE	Elementary PE	227			2007-2008
			Candace Wagoner	Middle Childhood Math	Gifted/Talented	305, 306			2006-2007 2007-2008
2502000	Salem Public School District	1	Pamela Raines	Long Term Substitute	Family & Consumer Sciences	215			2007-2008
4204000	Scranton Public School District	2	Annisa Berg	Social Studies	Special Education	230			2007-2008
			Holly Jones	English	Drama/Speech	207, 208			2006-2007 2007-2008
7311000	Searcy Public School District	2	Colleen Jobe	ECE P-4	Special Education	231			2007-2008
			Marsha Green	Middle Childhood	Special Education	231			2007-2008
2705000	Sheridan Public School District	1	Peggy West	Health					
				Middle School Science			Building Level Administrator	312, 313	2007-2008
0406000	Siloam Springs Public School District	2	Janis Gregory	ECE P-4	Gifted/Talented	305, 306			2007-2008

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				Elementary 1-6					
			Jason Lingo	PE/Wellness/LEI 7-12	Social Studies	166			2007-2008
4706000	South Mississippi County Public School District	1	Denise Manos	English 7-12	Survey of Fine Arts	203, 204			2006-2007 2007-2008
				Art 7-12					
5220000	South Central Education Cooperative	1	Robyn Benson	Early Childhood Education P-4	Special Education	231			2007-2008
2906000	Spring Hill Public School District	1	Angelia Vickers	ECE P-4	Middle Childhood 5-8	002, 168			2007-2008
4003000	Star City Public School District	6	Joshua Brown	PE/Wellness/Leisure P-12	Social Studies 7-12	167			2007-2008
				Coaching					
			Jennifer Venable	Elem 1-6	Life/Earth Science	170			2007-2008
			John Welch	Health	Social Studies 7-12	167			2006-2007 2007-2008
				PE/Coaching					
			Justin Bounds	PE	Social Studies 7-12	167			2006-2007 2007-2008
				Coaching					
			Phil Collins	Science 7-12	Physical/Earth Science	169			2006-2007 2007-2008
			Wendy James	Health	Special Education	230			2007-2008
				ECE P-4					

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7009000	Strong Huttig Public School District	1	Thresse Ball	ECE P-4	Special Ed	230, 231			2006-2007 2007-2008
				Elemenary K-6					
0104000	Stuttgart Public School District	2	Lori White	ECE P-4	Special Education	231			2007-2008
			Martha Roberts	ECE P-4	Special Education	231			2007-2008
				Elem K-6					
4605000	Texarkana Public School District	4	William Leshe	General Science 7-12	Physical/Earth Science	169			2007-2008
			Heide Martin-Cox	ECE P-4	Physical Education	227, 228			2007-2008
			Tami Canterbury	Elem 1-6	Physical/Earth Science	169			2007-2008
			Melissa Lyda	Special Education	Drama/Speech	207			2007-2008
5605000	Trumann Public School District	1	Simpson, Victoria	PE/Well/Lei P-12	Science 7-12	168, 002			2007-2008
1705000	Van Buren Public School District	3	Sarah Carter	Elementary K-6	Special Education	231			2005-2006 2006-2007 2007-2008
			Calvin Mantooth	Secondary Science	Special Education	230			2005-2006 2006-2007 2007-2008
				PE/Well/Lei					
			Rae Wornkey	ECE P-4	Art	201, 202			2006-2007 2007-2008

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5704000	Van Cove Public School District	4	Tonja Tomblin	Spanish	Drama/Speech	208			2007-2008
			Kristen Wade	ECE P-4	School Counselor	299			2007-2008
				Middle Childhood					
			Tabetha Harwood	PE/Well/Lei P-12	Gifted/Talented	305, 306			2007-2008
				Coaching					
			Becky Jackson	Elem 1-6	Kindergarten	001			2006-2007 2007-2008
2307000	Vilonia Public School District	1	Geneva Day	Social Studies 7-12	Vocal Music P-8	203			2007-2008
				English 7-12					
2503000	Viola Public School District	3	Ashley Lewis	English	Journalism	108			2007-2008
				FACS 7-12					
			Amy Rucker	Speech Language Pathology	Gifted/Talented	305, 306			2007-2008
			Sharmin Jennings	Art P-8 & 7-12	Drama/Speech	208			2007-2008
				English 5-8					
	Vista Health	1	Kent West	PE/Wellness/LEI 7-12	Special Education	230			2007-2008
				Coaching 7-12					
6401000	Waldron Public School District	1	Doug Maxwell	Business Technology	Career Orientation				2006-2007, 2007-2008
3509000	Watson Chapel Public School District	7	Lyndee Riggins	Elem 1-6	Gifted/Talented	305, 306			2007-2008
			Rodney Ford	Vocal Music P-12	School Counselor	299, 300			2007-2008

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			Billy Mosley	PE/Coaching	Social Studies 7-12	167			2007-2008
			Emily Free	MS Math/Science	Physical/Earth Science	169			2007-2008
			Wanda Andrews	Science 7-12	Physical/Earch Science	169			2007-2008
			Susan Moser	Middle Childhood	Library Media	295, 296			2007-2008
			Ronnette Metcalf	Gifted & Talented	Mathematics 7-12	200			20007-2008
				Career Orientation					
				Business Education					
7208000	West Fork Public School District	2	Lea Michelle Porter	ECE P-4	5th/6th Endorsement	107			2007-2008
			Tony Sagley	Health	PE/Well/Lei P-8	227			2007-2008
				PE 7-12					
1803000	West Memphis Pubilc School District	6	Julia Killmar	Elementary (1-6)	School Counselor	299			2006-2007, 2007-2008
			Amber Mouser	Elementary (1-6)	Art	202, 202			2006-2007, 2007-2008
			Stacy Akers	MS Social Studies	Special Education	231			2005-2006 2006-2007 2007-2008
				Elem 1-6					
			Leeman Brown	Elementary (1-6)			Building Level Administrator	312, 313	2005-2006 2006-2007 2007-2008
				MS Social Studies					
			Sheila Johnson	Elementary (1-6)			Building Level Admnistrator	312, 313	2006-2007, 2007-2008

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				English 7-12					
			Annie Harmon-Walker	ECE P-4	School Counselor	299			07-08
				Social Studies					
7509000	Western Yell County Public School District	1	Allen Stark	PE K-12	Elementary PE	227			2007-2008
				Health					
7304000	White County Public School District	1	Brandy Altom	Middle Childhood	Gifted/Talented	305, 306			2007-2008
	White County Alternative Learning	1	Sarah Clark	ECE P-4	Special Education	230			2006-2007, 2007-2008
5705000	Wickes Public School District	4	Shauna Gilbraith	Spanish 7-12	Journalism	108			2007-2008
				MS SS 5-8					
			Gina Hunter	MS Science 5-8	Library Media	295/296			20007-2008
				MS SS 5-8					
			Mary Ferguson	Middle Childhood	Mathematics 7-12	200			2007-2008
			Jalyn Mitchell	MS Social Studies	Mathematics 7-12	200			2006-2007, 2007-2008
				Elementary 1-6					
1505000	Wonderview Public School District	1	Shannon Wright	MS Math	School Counselor	299			2006-2007, 2007-2008
				MS Social Studies					
1304000	Woodlawn Public School District	1	Randy Shaw	PE/Well/Lei P-12	Mathematics 7-12	200			2006-2007, 2007-2008
	Youth Home Inc.	3	Shannon Steele	Early Childhood Education P-4	Special Education	230			2007-2008

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			Jamey Rowland	Elementary 1-6	Special Education	230, 231			2007-208
				Elementary Guidance					
			Melissa Allen	Early Childhood Education P-4	Special Education	230			2007-2008
	Total # of School Districts	**Total # of Waivers**							
	93	234							

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O501000	Alpena Public School District	1	Charissa Young	Early Childhood Education (P-4)	Library Media Specialist	295 & 296			2007-2008
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
4101000	Ashdown Public School District	4	Amy Kuhl	Life/Earth Science (7-12)	Physical Science	169			2007-2008
				Physical Science (7-12)					
			Mary Wells	MidChLangArt/SS (4-8)	Special Education Math	230			2006-2007 2007-2008
				MidChSci/Math (4-8)					
				Guidance & Counseling (P-8)					
				Guidance & Counseling (7-12)					
			Ashley Lowery	Early Childhood Education (P-4)	Special Education Language	230			2006-2007 2007-2008
			Cary Jensen	MidChLangArt/SS (4-8)	Special Education Math	230			2007-2008
				Sp Ed Instructional Specialist (4-12)					
				SpEd Ech Instructional Specialist (P-4)					
7401000	Augusta Public School District	2	Reginald Murphy	Building Administrator (7-12)	Physical/Earth Science	169			2007-2008
				Coaching (7-12)					
				Social Studies (7-12)					
			Sonny Shields	Secondary Physical Education (7-12)	(Middle School Math, Science, Social Studies & Language)	168 & 002			2007-2008
				Coaching (7-12)					
4802000	Clarendon Public School District	2	William Trollinger	Mathematics (7-12)	Special Education	230			2006-2007 2007-2008
			Shannon Kersey	Life/Earth Science (7-12)	Mathematics	200			2006-2007 2007-2008

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1101000	Corning Public School District	1	Karen Hodge	No Teaching Certificate	Speech	208			2007-2008
O201000	Crossett Public School District	2	Nicole Rice	Elementary (1-6)	Art	201			2005-2006 2006-2007 2007-2008
			Brian Farmer	Health Education (7-12)	World History	167			2005-2006 2006-2007 2007-2008
				Secondary Physical Education (7-12)					
				Coaching (7-12)					
1020000	Dawson Education Cooperative	1	Heather Davis	No Teaching Certificate	Spanish	OO3 & OO4			2007-2008
5106000	Deer/Mt. Judea Public School District	3	Anna Schembra	Early Childhood Education (P-4)	Early Childhood Special Education	231			2005-2006 2006-2007 2007-2008
				Elementary (K-6)					
			Elvis Middleton	Health Education (7-12)			Building Administrator	312 & 313	2007-2008
				Secondary Physical Education (7-12)					
				Coaching (7-12)					
			Brenda Napier	Building Administrator (P-8)			Curriculum Program Administrator	314 & 315	2006-2007 2007-2008
				Building Administrator (7-12)					
				Middle School Math (5-8)					
				Mathematics (7-12)					
				Applied Math I (7-12)					
				Applied Math II (7-12)					
				Transitional Math (9-12)					
6701000	DeQueen Public School District	1	Stephanie Breshears	MidChLangArt/SS (4-8)	Physical Science	169			2005-2006 2006-2007 2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
				MidChSci/Math (4-8)					
5802000	Dover Public School District	3	Rhonda Standridge	Early Childhood Education (P-4)	Special Education	230 & 231			2006-2007 2007-2008
			Elizabeth Nichols	Social Studies (7-12)	Special Education	230			2007-2008
			Bonnie Sample	Elementary Physical Education (K-6)	Special Education	230			2005-2006 2006-2007 2007-2008
				Elementary (1-6)					
				SpEdEch Instructional Specialist (P-4)					
5608000	East Poinsett County Public School District	1	Stefanie Lewallen	Bus Ed Vocational Endorsement (7-12)	Guidance & Counseling	300			2005-2006 2006-2007 2007-2008
				Mathematics (7-12)					
				Business Technology (7-12)					
802000	Eureka Springs Public School District	1	Kathy Attwood	Art (P-8)	English as a Second Language	307			2007-2008
				Art (7-12)					
7203000	Fayetteville Public School District	1	Melissa Nelson	Early Childhood Education (P-4)	Special Education	230			2007-2008
				MidChLangArt/SS (4-8)					
				Grades 5-6 Endorsement P-4 (5-6)					
				English Language Arts (7-12)					
4501000	Flippin Public School District	1	Kimberly Randall	English Language Arts (7-12)	Oral Communication & Journalism	108			2007-2008
2304000	Guy-Perkins Public School District	1	William Ward	Secondary Principal (5-12)	Health	228			2007-2008
				Physical Education (K-12)					

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				Coaching (7-12)					
				Middle School Math (5-8)					
				Mathematics (7-12)					
				Applied Math I (7-12)					
				Applied Math II (7-12)					
				Transitional Math (9-12)					
3306000	Izard County Consolidated Public School District	1	Lagena McBride	English Language Arts (7-12)	Gifted & Talented	305			2007-2008
				Journalism (7-12)					
5102000	Jasper Public School District	1	Cynthia Creager	Life/Earth Science (7-12)	English	166			2007-2008
O506000	Lead Hill Public School District	2	Dulce Reyes	Early Childhood Education (P-4)	Early Childhood Special Education	231			2007-2008
				MidChLangArt/SS (4-8)					
				Spanish (P-8)					
				MidChSci/Math (4-8)					
				English as a Second Language (P-8)					
			Vanessa Johnson	MidChSci/Math (4-8)	Gifted & Talented	305			2005-2006 2006-2007 2007-2008
6606000	Mansfield Public School District	3	Jennifer Coonce	Middle School Social Studies	Special Education	230			2007-2008
				Elementary 106					
			Brittany Ferguson	Math 7-12	Special Education	230			2007-2008
			Kimberly Laster	Early Childhood Education P-4	Special Education	231			2007-2008
	Methodist Family Health Center	2	Rachael Parker	Early Childhood Education P-4	Special Education	231			2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
			Michael Hilton	Agricultural Science	Special Education	230			2006-2007 2007-2008
				Earth/Life Science					
4902000	Mt. Ida Public School District	1	Jacynda Smith	Family & Consumer Sciences	School Counselor	299			2007-2008
1703000	Mountainburg Public School District	4	Amy Bramucci	English 7-12	Drama/Speech	207-208			2006-2007 2007-2008
			Cindy Johnson	Agri Science	Life/Earth Science	170			2007-2008
			Deborah Pinkerton	ECE P-4	Special Education	231			2007-2008
			Kelly Ray	Elementary 1-6	Gifted/Talented	305, 306			2005-2006 2006-2007 2007-2008
6901000	Mountain View Public School District	1	Regina Linn	Educational Leadership P-9			Secondary Educational Leadership		2006-2007 2007-2008
5008000	Nevada Public School District	1	Fairris, Kelli	English	Drama/Speech	207			2007-2008
				Counseling 7-12					
				Health					
6205000	Palestine-Wheatley Public School District	3	Josh Fulcher	PE/Well/Lei	Physical/Earth Science	169			2005-2006 2006-2007 2007-2008
				Coaching					

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			Carrie Bingham	ECE P-4	Music	203, 204, 205, 206			2005-2006 2006-2007 2007-2008
				Middle Childhood					
			Mary Luker	MS Eng 5-8	Library Media	295, 296			2005-2006 2006-2007 2007-2008
				MS SS 5-8					
				Elem 1-6					
2808000	Paragould Public School District	1	Ramona Tullos	Business Ed	Special Education	230			2005-2006 2006-2007 2007-2008
				Reading K-12					
				Social Studies					
5303000	Perryville Public School District	1	Patrick Sims	Middle Childhood	Mathematics 7-12	200			2007-2008
6103000	Pocahontas Public School District	1	Amanda Dial	ECE P-4	Elementary Music	203, 205			2007-2008
5804000	Pottsville Public School District	1	Shannon Davis	Elementary (1-6)			Building Level Administrator		2005-2006 2006-2007 2007-2008
				MS Social Studies					
7206000	Prarie Grove Public School District	1	Neal Moss	Instrumental Music	Special Education	230			2007-2008
5805000	Russellville Public School District	10	Jeff Crumpton	PE 7-12	Middle Childhood 5-8	168-002			

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				Coaching 7-12					2005-2006 2006-2007 2007-2008
			Kristi Lamoureux	Social Studies	Gifted/Talented	305, 306			
			Danette Grant	Business Tech	Special Education	230			2007-2008
				Career Orientation					
			Leslie Boles	English 7-12	Language Arts 6th	105			2006-2007 2007-2008
				Drama/Speech					2006-2007 2007-2008
			Barbara McShane	Elem 1-6			Building Level Administrator		2005-2006 2006-2007 2007-2008
				Gifted & Talented					2006-2007 2007-2008
			Alan Nolan	Social Studies 7-12			Building Level Administrator		
			Kristy Shaw	Business Tech	English 7-12	166			2005-2006 2006-2007 2007-2008
			Marci Burnett	English 7-12	5/6 Endorsement Language Arts	105			
			Keri McAlister	Health 7-12	Science Middle Childhood	168			2007-2008
				PE/Well/Lei P-12					2007-2008
			Pam Bagby	Art	Journalism	108			
				English 7-12					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
2502000	Salem Public School District	2	Amanda Mann	Middle Childhood	English 7-12	166			2006-2007 2007-2008
			Cindy Smith	NOT LICENSED	Family & Consumer Sciences	214, 215			2007-2008
0406000	Siloam Springs Public School District	1	Tina McClure	Life/Earth Science (Non-Traditional Candidate)	Physical/Earth Science	169			2007-2008
7008000	Smackover Public School District	2	Joe Black	Art 7-12	Coaching	293			2007-2008
			Shane Davis	PE/Well/Lei P-8	Coaching	293			2007-2008
				Mathematics (7-12)					
1507000	South Conway County Public School District	1	Monica Wilson	Elem K-6	Gifted/Talented	305			2007-2008
				ECE P-4					
2906000	Spring Hill Public School District	1	Russell Glass	NOT LICENSED	Science 7-8	168			2007-2008
0505000	Valley Springs Public School District	1	Ricketts, Tamara	Business Education	Middle Childhood Social Studies/Science	168			2006-2007 2007-2008

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1612000	Valley View Public School District	2	Robyn Ford	Elementary 1-6	School Counselor	300			2006-2007 2007-2008
			Frank Dunivan	Secondary Science	Coaching	293			2007-2008
1705000	Van Buren Public School District	5	Jace Donaghue	MS Language Arts/Social Studies	Special Education	230			2006-2007 2007-2008
			Tamara Buchanan	Elem 1-6	School Counselor	299, 300			2007-2008
			Michelle Dollard	Social Studies	Special Education	230			2007-2008
			Kymberly Pope	ECE P-4	Special Education	231			2007-2008
				Social Studies					
			Marlene Summerhill	ECE P-4	Library Media	295, 296			2007-2008
1602000	Westside Jonesboro Public School District	1	Kenneth Gillespie	Long Term Substitute Teacher	Instrumental Music	206			2007-2008
1505000	Wonderview Public School District	4	MelanyTurley	English 7-12	Drama/Speech	207			2007-2008
			Laura Burgener	Art P-12	Music	203			2005-2006 2006-2007 2007-2008
				MS Social Studies					
				Elementary K-6					
			Jason Reynolds	PE	Social Studies 7-12	167			2007-2008
				Health					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
				Coaching					
			Misty Ashlock	English 7-12	Journalism	108			2007-2008
	Total # of School Districts	**Total # of Waivers**							
	42	79							

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA

2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #4A

ABC Name	Vendor No.	Site Location	Program Type	Grant Type	Amount Requested in Round #4A
Black River Area Development	100028895	Corning	Classroom-based	Direct Services	97,600
DeQueen-Mena Education Cooperative	100031682	DeQueen	Classroom-based	Direct Services	195,200
Early Horizons Child Dev Center	100112211	Salem	Classroom-based	Direct Services	97,600
Glen Rose School District	100037184	Glen Rose	Classroom-based	Direct Services	9,760
Helping Hands Community Outreach	Pending	Jonesboro	Classroom-based	Direct Services	97,600
Kid to Kid Child Development Center	Pending	Jacksonville	Classroom-based	Direct Services	97,600
Lincoln School District	100056644	Lincoln	Classroom-based	Direct Services	195,200
Marion School District	100036646	Marion	Classroom-based	Direct Services	9,760
Miss Livy's Preschool for Creative Kids	100140237	Greenwood	Classroom-based	Direct Services	24,400
Outreach of Love Child Care	Pending	Malvern	Classroom-based	Direct Services	97,600
Ozark Guidance Center	100049049	Springdale	Classroom-based	Direct Services	19,520
Rogers School District	100036835	Rogers	Classroom-based	Direct Services	97,600
Van Buren School District	100036795	Van Buren	Classroom-based	Direct Services	4,880
Vilonia School District	100036931	Vilonia	Classroom-based	Direct Services	97,600
					1,141,920

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2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #4A

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2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #4A

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Social Studies Framework Adaptation

for 7th and 8th Grades

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Location, Place, and Region	G.1.7.1 Determine the *absolute* and *relative location* of a specific *place* G.1.7.2 Compare the influence of geographic locations on early civilizations G.1.7.3 Analyze the importance of the following river systems on the emergence of early civilizations: • Ganges River • Huang He (Yellow River) • Indus River • Nile River • Tigris/Euphrates River G.1.7.4 Interpret specific types of charts, maps, and graphs showing weather patterns, *climate*, population, or other specific topics G.1.7.5 Compare a variety of *regions* to determine suitability for growth (e.g., *climate*, landform, vegetation *regions*)	G.1.8.1 Analyze the importance of the following navigation systems on the development of world civilizations: • Amazon River • Mississippi River • Panama Canal • Rhine River • Suez Canal • Thames River • Volga River

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Map and Globe Skills	G.1.7.6 Compare and contrast the tools used by geographers, past and present, to develop maps and globes (e.g., *astrolabe*, compass, sextant, Global Positioning System [GPS], Geographic Information Systems [GIS], LANDSAT, Internet) G.1.7.7 Design maps of *places* and *regions* that contain map elements: • *compass rose* • *inset map* • grid system • *legend/key* • *latitude* • *longitude* • *map scale* • title G.1.7.8 Determine *latitude* and *longitude* using maps or globes G.1.7.9 Examine the influence of Earth's physical features on the development of *regions* of early civilizations	G.1.8.2 Analyze a *physical map* or global projection created by geographer's tools (e.g., *astrolabe*, compass, sextant, Global Positioning System [GPS], Geographic Information Systems [GIS], LANDSAT, Internet) G.1.8.3 Construct specialized maps using data (e.g., *climate*, population, *political* units, resources) G.1.8.4 Locate specific *places* on maps and globes using grid points (*longitude* and *latitude*) G.1.8.5 Analyze the influence of Earth's physical features on the development of *regions* of the world

Strand: Geography

Standard 2: Culture and Diversity

Students shall develop an understanding of how *cultures* around the world develop and change.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Culture/Diversity	G.2.7.1 Examine creative work as examples of *cultural* heritage (e.g., literature, *mosaics*, statuary, architecture, philosophy, dramas) G.2.7.2 Compare and contrast the contributions of people of various racial, *ethnic*, and religious groups in the development of early civilizations (e.g., Akbar the Great, Chandragupta I, Hatshepsut, Marco Polo, Mansu Musa, Ramses) G.2.7.3 Demonstrate examples of *cultural exchange* throughout various periods of world history	G.2.8.1 Analyze the work of writers and artists as examples of *cultural* heritage from communities around the world G.2.8.2 Research the contributions of people of various racial, *ethnic* and religious backgrounds (e.g., de Medici, Emperor Meiji, Matthew Perry, Saladin the Great) G.2.8.3 Examine *cultures* to determine the level of *assimilation* and *cultural exchange* brought about by technological advances: • printing press • telegraph • railroad • radio • television • Internet

Strand: Geography

Standard 3: Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Movement	G.3.7.1 Discuss *push-pull factors* that influenced the growth of population centers (e.g., location, transportation corridors and barriers, distribution of resources) G.3.7.2 Investigate the *infrastructure* of population centers	G.3.8.1 Examine effects of *push-pull factors* on various *regions* (e.g., disease, resources, *industrialization*, technology) G.3.8.2 Analyze the impact of ideas, information, and technology on global *interdependence* G.3.8.3 Analyze changes in *infrastructure* brought about by *globalization*

Strand: Geography

Standard 3: Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Human Environment Interaction	G.3.7.3 Analyze ways people have: • adapted to the physical environment • altered the physical environment	G.3.8.4 Determine the impact of population growth on renewable and nonrenewable resources G.3.8.5 Analyze methods and consequences of environmental modification on world *regions* and populations (e.g., acid rain, erosion, clear cutting, desertification, global warming, ozone depletion, strip mining,)

Strand: Civics

Standard 4: Government

Students shall develop an understanding of the forms and roles of government.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Forms and Roles of Government	C.4.7.1 Discuss the different ways executive, legislative, and judicial powers have been organized C.4.7.2 Discuss different forms of executive leadership in civilizations (e.g., judge class, patrician class, priest class, warrior class, emperor, nobility) C.4.7.3 Compare and contrast forms of government: • democracy • dictatorship • monarchy • oligarchy • theocracy C.4.7.4 Discuss individuals and their contributions to changing governments (e.g., Alexander the Great, Attila the Hun, Julius Caesar, Charlemagne, William the Conqueror, Qin Shi-Huangdi, Emperor Wudi)	C.4.8.1 Analyze forms of government pertaining to the legislative, executive, and judicial branches: • democracy • dictatorship • monarchy • oligarchy • theocracy • totalitarianism C.4.8.2 Research individuals and their roles in changing governments (e.g., Otto von Bismarck, Mikhail Gorbachev, Abdel Nasser, Juan Peron, Lech Walesa, George Washington, Sun Yatsen) C.4.8.3 Discuss the origins of political parties/movements (e.g., Communist Party, Fascist Party, Green Party, Nazi Party, socialist parties, environmentalist movement, human rights movement, feminist movement)

Strand: Civics

Standard 5: Citizenship

Students shall develop an understanding of the rights and responsibilities of citizens.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Roots of Democracy	C.5.7.1 Examine the concept of *codified* law: • Hammurabi's Code • Justinian's Code C.5.7.2 Investigate the significance of icons, *artifacts*, and symbols of civilizations using *primary* and *secondary sources* (e.g., flags, statues, monuments, coins, heraldry)	C.5.8.1 Examine the influence of constitutions used by various nations C.5.8.2 Research national symbols from other nations of the world (e.g., national flags, statues, monuments)

Strand: Civics

Standard 5: Citizenship

Students shall develop an understanding of how to participate develop and use the skills necessary for effective citizenship.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Rights and Responsibilities of Citizens	C.5.7.3 Examine rights, privileges, and responsibilities citizens and non-citizens had in civilizations based upon gender, socio-economic class, ethnicity, religion, or caste C.5.7.4 Discuss ways citizens participated in government: • Athens • Sparta • Rome	C.5.8.3 Discuss struggles to gain rights for citizens in various countries (e.g., China, France, Mexico, South Africa, United States) C.5.8.4 Examine the value citizens of other countries place on voting C.5.8.5 Analyze the influence citizen participation has on government C.5.8.6 Analyze world organizations involved in citizens' rights (e.g., Amnesty International, Doctors Without Borders, United Nations)

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Continuity and Change	H.6.7.1 Examine ways viewpoints expressed in *primary* and *secondary source* documents have changed over time H.6.7.2 Sequence significant historical events on a *timeline* to make predictions H.6.7.3 Investigate characteristics of civilizations (e.g., writing, development of communities, government, religion, specialized workers, advanced technology, economic systems, education) H.6.7.4 Analyze achievements of the early river civilizations (e.g., agricultural improvements, establishment of libraries, architecture, transportation, commerce) H.6.7.5 Examine the development of ancient non-European civilizations: • Africa • the Americas • Asia H.6.7.6 Explore the development of the Roman *Empire* and the people associated with it (e.g., Augustus, Julius Caesar, Hannibal) H.6.7.7 Examine contributions that past civilizations made to the modern world (e.g., arts, architecture, aqueducts, legal system, math, language, science, transportation)	H.6.8.1 Examine ways viewpoints expressed in political cartoons and other *primary* and *secondary source* documents have changed policy and public perception H.6.8.2 Compare historical events on a *timeline* to discover correlations H.6.8.3 Examine Catholic Church policies that led to the *Protestant Reformation* (e.g., Great Schism, French papacy, indulgences, *simony*, lay investiture) H.6.8.4 Investigate Protestant reformers: • Martin Luther • Henry VIII • John Calvin H.6.8.5 Describe the *Counter reformation* (e.g., Jesuits, Council of Trent, Inquisition) H.6.8.6 Identify new technologies that made European exploration possible (e.g., *astrolabe*, cartography, *caravel*, compass) H.6.8.7 Describe the establishment of colonies as a result of the conquest of *indigenous* people (e.g., Africa, Asia, New World) H.6.8.8 Investigate the influence of the Ottoman *Empire*

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Continuity and Change	H.6.7.8 Describe the development of the dynastic system in China (e.g., *Mandate of Heaven*) H.6.7.9 Investigate roles of the Christian church in Medieval Europe H.6.7.10 Describe life in Medieval Europe: • feudalism • guild system • manorial system H.6.7.11 Describe the effects of the following events on the 14th century: • Black Death • One Hundred Years War H.6.7.12 Investigate the motives for the writing of the Magna Carta and the resulting influence on political power in England (e.g., establishment of Parliament) H.6.7.13 Explore medieval Japan (e.g., Shogunates, Samurai, feudalism) H.6.7.14 Describe the role of Constantinople: • fall of Rome • Byzantine *Empire* • influence on art • division of the Christian Church	H.6.8.9 Identify major contributors of the Scientific Revolution (e.g., Muhammed Al-Khwarizmi, Francis Bacon, Nicholas Copernicus, Galileo Galilei, Johannes Kepler, Isaac Newton, Zhang Heng) H.6.8.10 Discuss the rise of *absolute rulers* and the *divine right of kings* (e.g., African, Asian, European) H.6.8.11 Analyze consequences of the *triangular trade* and the *Columbian Exchange* between Africa, the Americas, and Europe H.6.8.12 Investigate influences on modern society of Enlightenment thinkers including but not limited to: • John Locke • Baron de Montesquieu • Jean Jacques Rousseau H.6.8.13 Examine the influence of Enlightenment ideas on revolutionary movements (e.g., American Revolution, French Revolution, Latin American revolutions, Revolutions of 1848) H.6.8.14 Investigate causes and consequences of the Industrial Revolution (e.g., changing technology, mass production, societal changes)

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Continuity and Change		H.6.8.15 Discuss societal changes resulting from pandemics (e.g., bubonic plague/Black Death, small pox, tuberculosis, influenza, polio, HIV-AIDS) H.6.8.16 Investigate 19th century social and political reform movements (e.g., abolition, education, extension of *suffrage*, labor movements, rise of socialism, *temperance*) H.6.8.17 Explain the influences that changing technology had on World War I and World War II (e.g., weapons, medicine, transportation, communication) H.6.8.18 Examine the impact of the Cold War on global relations H.6.8.19 Discuss the downfall of communist governments (e.g., Soviet Union, Poland) H.6.8.20 Examine reasons for the transformation of world *economies* in the late 20th century (e.g., technology, communication, transportation, Organization of Petroleum Exporting Countries [OPEC], resource allocation) H.6.8.21 Discuss the growth of technology resulting from the space race (e.g., artificial satellites, computers, new food technologies)

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Conflict and Consensus	H.6.7.15 Describe influences of the Persian, Peloponnesian, and Punic Wars on ancient civilization H.6.7.16 Describe the rise of Alexander the Great and the development of Hellenistic *culture* H.6.7.17 Discuss factors that led to the fall of the Roman *Empire* H.6.7.18 Investigate the causes and effects of the Crusades H.6.7.19 Discuss the causes, courses, and effects of invasion: • Viking • Mongol • Persian H.6.7.20 Examine the consequences of the Norman invasion on England: • Battle of Hastings • Domesday Book • feudalism	H.6.8.22 Discuss the emergence of England as a world power during the Elizabethan period (e.g., Spanish Armada, sea dogs) H.6.8.23 Describe causes and consequences of World War I (e.g., *imperialism*, militarism, *nationalism*, alliances, Treaty of Versailles, League of Nations) H.6.8.24 Discuss the Russian Revolutions and the establishment of a communist state (e.g., Bolsheviks, Lenin, Stalin) H.6.8.25 Describe causes and consequences of World War II (e.g., *fascism*, anti-Semitism, Pearl Harbor, atomic bomb, satellite countries) H.6.8.26 Examine the following battles as turning points of World War II: • Battle of Britain • Battle of the Bulge • D-Day • Midway • Pearl Harbor • Stalingrad H.6.8.27 Identify the functions of post World War II international organizations (e.g., Southeast Asia Treaty Organization [SEATO], North Atlantic Treaty Organization [NATO], Warsaw Pact, United Nations)

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Conflict and Consensus		H.6.8.28 Discuss causes and effects of post-World War II conflicts (e.g., Southeast Asia, Middle East, Balkans, Sub-Saharan Africa) H.6.8.29 Examine changes brought about by the following world leaders including, but not limited to: • Mahatma Gandhi • Martin Luther King, Jr. • Nelson Mandela • Anwar Sadat • Margaret Thatcher • Mao Zedong H.6.8.30 Examine causes and effects of terrorism (e.g., economics, safety and security, tourism, patriotism, *nationalism*, 9/11)

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Movement	H.6.7.21 Illustrate the development of early civilizations using a *historical map*: • Mesopotamia • Egypt • India • China • Kiev • Bantu H.6.7.22 Illustrate the expansion of Greece on a map of the ancient Mediterranean world H.6.7.23 Illustrate military expeditions of Alexander the Great H.6.7.24 Illustrate the expansion of the Islamic *Empire* across Asia, Africa, and Europe on a *historical map* H.6.7.25 Compare the locations of African kingdoms on a *historical map* including, but not limited to: • Ghana • Kush • Mali • Songhai	H.6.8.31 Illustrate the routes of European explorers during the Age of Exploration including, but not limited to: • Christopher Columbus • Ferdinand Magellan • Vasco da Gama • Vasco Nuñez de Balboa • Bartolomeu Dias H.6.8.32 Illustrate the expansion of European *imperialism*: • Africa • Asia • Australia • Latin America H.6.8.33 Illustrate the *triangular trade* routes that developed in the Atlantic Ocean H.6.8.34 Illustrate the expansion of communism (e.g., Asia, Cuba, Europe, Latin America) H.6.8.35 Compare and contrast *historical* and *cultural maps* of each continent (e.g., *political* boundaries, migration patterns, trade routes, colonization)

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Movement	H.6.7.26 Compare the locations of early American civilizations on a *historical map* including, but not limited to: • Aztec • Inca • Maya • North American Indians • Olmec H.6.7.27 Examine the spread of ideas and *goods* through the network of trade routes (e.g., Indian Ocean, trans-Sahara, Silk Road)	

Strand: History

Standard 6: History:

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Cultural Diversity and Uniformity	H.6.7.28 Contrast characteristics of the Paleolithic and Neolithic Ages H.6.7.29 Examine the development of monotheism H.6.7.30 Compare and contrast life in Athens and Sparta (e.g., the role of citizens, social classes, Olympic games) H.6.7.31 Examine the historical development and the basic tenets of world belief systems: • Buddhism • Christianity • Confucianism • Hinduism • Islam • Judaism	H.6.8.36 Describe the development of the *Renaissance* H.6.8.37 Examine contributions of *Renaissance* writers and artists including, but not limited to: • Machiavelli • Michelangelo • Shakespeare • da Vinci

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Regionalism and Nationalism	H.6.7.32 Examine the development of the Frankish kingdom under Clovis and Charlemagne H.6.7.33 Describe the development of Russia (e.g., Kiev, Eastern Orthodox Church, Czars)	H.6.8.38 Examine causes and consequences of genocide and *ethnic* cleansing (e.g., Armenia, Holocaust, Kosovo, Rwanda) H.6.8.39 Describe the effects of *imperialism* and related nationalistic movements (e.g., Africa, Asia, Europe, Latin America) H.6.8.40 Investigate Asian-American relations prior to World War II (e.g., Open Door Policy, Boxer Rebellion, Gentlemen's Agreement, Manchuria, rearmament)

Strand: Economics

Standard 7: Choices

Students shall analyze the costs and benefits of making economic choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Costs and Benefits	E.7.7.1 Discuss economic wants and needs of people over time E.7.7.2 Investigate choices made by early civilizations that had long-range economic consequences E.7.7.3 Discuss ways *scarcity* has influenced economic wants and needs resulting in the need to make choices E.7.7.4 Discuss *opportunity costs* associated with decision-making E.7.7.5 Determine influences of *limited resources* on *economies* due to choices made by leaders E.7.7.6 Explain how trade-offs have allowed civilizations to get the most out of scarce resources	E.7.8.1 Analyze changing wants and needs of people over time E.7.8.2 Analyze the impact of present choices on future consequences E.7.8.3 Analyze periods of time when *scarcity* affected economic wants and needs of people in *regions* or countries E.7.8.4 Analyze *scarcity* of *productive resources* and the need for people to make choices and incur *opportunity costs* E.7.8.5 Evaluate *limited resources* of nations and choices governments must make E.7.8.6 Compare trade-offs among world economic systems E.7.8.7 Analyze *traditional*, *market*, and *command economies*

Strand: Economics

Standard 8: Resources

Students shall evaluate the use and allocation of *human*, *natural*, and *capital resources*

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Factors of Production	E.8.7.1 Describe ways advancement of technologies in division of labor and *specialization* helped the development of civilization and *economies* (e.g., metallurgy across the Copper, Bronze, and Iron Ages) E.8.7.2 Discuss effects of improving the quality or quantity of *human capital* and the increase of *productivity* (e.g., library at Alexandria, Chinese civil service system, guild systems, importation of labor) E.8.7.3 Discuss changing *factors of production* over time: • *human resources* • *capital resources* • *natural resources* • entrepreneurship E.8.7.4 Analyze ways distribution of *natural resources* determined settlement patterns	E.8.8.1 Discuss changes in *productivity* that have impacted global living standards and economic strategies (e.g., new technologies, new organizational methods) E.8.8.2 Analyze methods for improving the quality and quantity of *human capital* and increased *productivity* (e.g., technology, *industrialization*, competition, *wages*) E.8.8.3 Examine consequences of changing *factors of production*: • *human resources* • *capital resources* • *natural resources* • entrepreneurship

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of *goods* and *services* and the roles of governments, businesses, and individuals in the *market* place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Financial Markets	E.9.7.1 Examine the characteristics of different types of currency in early civilizations (e.g., shells, bars of iron, gold, metal coins, pelts) E.9.7.2 Discuss advantages of using early banking institutions E.9.7.3 Discuss the necessity of accounting systems to document transactions	E.9.8.1 Investigate functions of early banking systems (e.g., depository, usury, just price) E.9.8.2 Analyze the role of the stock market in the *economies* of the United States and other countries (e.g., Financial Times Stock Exchange[FTSE], Tokyo Stock Exchange [TSE], New York Stock Exchange [NYSE], National Association of Securities Dealers Automated Quotations [NASDAQ]) E.9.8.3 Investigate the impact of *inflation* on the growth and prosperity of a nation E.9.8.4 Investigate the use of *Gross Domestic Product* (*GDP*) to measure a nation's economic success and standard of living

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of *goods* and *services* and the roles of governments, businesses, and individuals in the *market* place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Global Markets	E.9.7.4 Discuss advantages and disadvantages of trade among early to medieval civilizations E.9.7.5 Examine effects of standardization of currency on trade (e.g., Egypt, Greece, Persia, Rome, China) E.9.7.6 Describe roles ancient and medieval cities played in the crossroads of trade (e.g., Corinth, Byzantium, Mecca, Babylon, Ur, Baghdad, Alexandria)	E.9.8.5 Evaluate advantages and disadvantages of global trade E.9.8.6 Analyze exchange rates in a global *economy* E.9.8.7 Examine changes in currencies over time and the resulting effect on global trade

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of *goods* and *services* and the roles of governments, businesses, and individuals in the *market* place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.		
	Grade 7	Grade 8
Goods and Services	E.9.7.7 Compare effects of *supply and demand* on prices in early *markets* E.9.7.8 Examine the effects of early world marketing practices (e.g., bazaars, *market* places, medieval fairs)	E.9.8.8 Evaluate the interaction of *supply and demand* E.9.8.9 Describe the four types of *market* structures: • monopolies • monopolistic competition • oligopolies • pure competition E.9.8.10 Compare and contrast global effects of marketing techniques: • advertising • e-commerce

Social Studies Framework Adaptation

for 7th and 8th Grades

List of Contributors

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Total Number of SLEs by Strand as a Result of Adaptation

	Geography	Civics	History	Economics	Total Change in Number of SLEs	Total Number of SLEs
Grade 7	15 (20*)	8 (23*)	33 (54*)	18 (26*)	49	74 (123*)
Grade 8	13 (20*)	9 (23*)	40 (65*)	20 (26*)	52	82 (134*)
					Total Changes 101	Total SLEs 156 (257*)

*number before adaptations

WEST FORK HIGH SCHOOL

AR Code § 6-15-206

AR Code § 6-15-207

Rule 25, Standards for Accreditation

Process for Accreditation of Arkansas Schools document

Annual Accreditation Status Report (2006-2007)

Annual Accreditation Status Report (2005-2006)

August 29, 2007 letter, re: notification of preliminary priority probationary visit

September 20, 2007 letter, re: Second Year of Accredited-Probationary Status

October 16, 2007 letter, re: results of 2007 preliminary priority probationary visit

6-15-206. Subsequent failure to meet standards of accreditation.

(a) Any school or school district which fails to meet current standards for accreditation as determined by the Department of Education shall be classified as probationary.

(b)(1) Notice thereof shall be filed with the school district in which the school is located that the school or school district must meet all standards for accreditation within no more than two (2) consecutive school years, including the year the probationary status is declared, or be subject to the mandates of this subchapter, including, but not limited to, possible consolidation, annexation, or reconstitution of a school district as provided under § 6-13-1401 et seq. and this subchapter.

(2) The department shall prepare and promulgate regulations and guidelines for the maximum times allowable for correction of any violations of standards, provided no probationary status violation may exist for more than two (2) consecutive school years.

(c)(1) School districts shall submit annually evidence of compliance with standards for accreditation for the district and each school in the district.

(2) The department shall review annually the educational standards of school districts for the purpose of determining whether standards for accreditation of the schools therein are in compliance with current state standards for accreditation.

(d) An onsite review of each school's compliance shall be made at least every two (2) years or more frequently if the department has reason to believe that the school district or any school therein has fallen below standards for accreditation.

(e) The department shall cooperate with local schools and school authorities in order to assist affected school districts and schools therein to achieve compliance with the standards for accreditation as provided in this subchapter.

History. Acts 1983, No. 445, § 5; A.S.A. 1947, § 80-4605; Acts 1989, No. 481, § 1; 1993, No. 603, § 2; 2003, No. 1467, § 4.

6-15-207. Enforcement of standards.

(a) The State Board of Education may take any number of the actions listed in subsection (c) to address a school or school district failure to meet standards of accreditation any time after a school or school district has received notice of being placed on probationary status pursuant to §§ 6-15-202 and 203.

(b) The state board shall take at least one (1) of the actions listed in subsection (c) to address any school or school district which has failed to meet all standards of accreditation for two (2) consecutive school years, including the year the probationary status is declared pursuant to §§ 6-15-202 and 203, unless the state board, at its discretion, issues written findings supported by a majority of the state board that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.

(c) The state board shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the standards of accreditation:

(1) Require a school district to reorganize or reassign the administrative, instructional, or support staff of a public school;

(2) Require a school or school district to institute and fully implement a curriculum that is based on state academic content and achievement standards, including providing appropriate professional development at the cost of the school district;

(3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of the school or schools;

(4) Require a school district to close down or dissolve a particular school or schools within a school district;

(5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of § 6-13-1401 et seq. and this subchapter;

(6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of § 6-13-1401 et seq. and this subchapter;

(7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The state board shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both; and

(8) Take any other appropriate action allowed by law which is determined by the state board to assist and address a school or school district failure to meet the standards of accreditation.

History. Acts 2003, No. 1467, § 5.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

January 2005

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25.0 ENFORCEMENT OF STANDARDS FOR ACCREDITATION

25.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in paragraph 25.03, to address a school or school district which has failed to meet all Standards for Accreditation any time after a school or school district has received notice of being placed in probationary status pursuant to paragraph 23.04.1. The Department shall petition the State Board of Education for enforcement action in the time period provided in these rules when a school or school district has failed to remedy all probationary violations when a specific time period for correction is required regarding a particular standard.

25.02 The State Board of Education shall take at least one of the following actions, listed in paragraph 25.03, to address any school or school district which has failed to meet all Standards for Accreditation for two (2) consecutive school years including the year the probationary status was issued to the school or school district, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.

25.03 The State Board of Education shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the Standards for Accreditation:

25.03.1 Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;

25.03.2 Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;

25.03.3 Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;

25.03.4 Require a school district to close down or dissolve a particular school or schools within a school district;

25.03.5 Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of A.C.A. §6-13-1401 et seq. and this subchapter;

25.03.6 Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of A.C.A. §6-13-1401 et seq. and this subchapter;

25.03.7 Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;

25.03.8 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

25.03.9 LOSS OF ACCREDITATION

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Standards Rule

24.01 A school or school district will be placed in cited status for licensure deficiencies for the second and third year of an individual's Additional Licensure Plan (ALP). This status will continue for the length of time prescribed by the individual's approved Additional Licensure Plan, not to exceed two (2) years. Any school employing a teacher not completing the ALP process after the two (2) year cited process shall be assigned accredited-probationary status.

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PROCESS FOR ACCREDITATION OF ARKANSAS SCHOOLS

August-September — Statewide Information System (SIS) Training

The Arkansas Department of Education (ADE) provides training to prepare districts to enter data in the Arkansas Public School Computer Network (APSCN). This training is provided at Education Service Cooperatives. Representatives of APSCN, School Finance, Standards Assurance Unit (SAU), and other ADE personnel do this training.

September — Video Conference to prepare schools for On-campus Standards Review (OSR)

The SAU provides an overview of the OSR – every school will have an OSR no less than once every four years. The videoconference is a discussion of each item to be monitored and reviewed during the OSR.

October 15 — APSCN Cycle II Submission

Districts submit their Cycle II report showing all courses taught, all teachers' assignments, and class-size counts.

October-March — On-campus Standards Review

SAU teams monitor district and school compliance with the Standards for Accreditation and ADE rules. The teams review information prepared by the school and visit classrooms. The SAU specialist prepares a report of the review and sends it to the district.

Winter — Initial Accreditation Report

APSCN generates the Initial Accreditation Report and it is mailed to all districts. This report is based on data from the APSCN Cycle II Submission. It indicates violations and exceptions that may be caused by data entry errors, errors in the report-generating program, or other errors that can be corrected.

SAU specialists collaborate with Licensure, the Non-Traditional Licensure program, the Department of Workforce Education, Secondary Area Centers, and post-secondary schools to provide technical assistance to districts with licensure issues.

April-May — Technical Assistance to Correct Initial Accreditation Report

The assigned SAU specialist will contact the district to review the Initial Accreditation Report and provide assistance in making appropriate corrections.

May — District Makes Corrections

Each district provides documentation for all corrections to be made. SAU specialists enter corrections into APSCN.

May — Annual Accreditation Status Report

SAU recommends a status of Accredited, Accredited-Cited, or Accredited-Probationary as determined by the Standards for Accreditation. The Annual Accreditation Status Report is generated and mailed to the district.

May-August

Appeals Process

A district that has been recommended for an Accredited-Probationary or an Accredited-Cited status may appeal to the State Board of Education (SBE) by May 30. The SBE will hold a hearing for the district to present its basis for appealing the status in August. The State Board will make the final determination of the school's final accreditation status.

June-August

Technical Assistance by SAU

SAU helps districts with an Accredited-Probationary status make changes to correct the violations that caused this status before the review date.

September -October

Priority Preliminary Probationary Visit (PPPV) of Probationary Schools

SAU teams will visit schools assigned an Accredited-Probationary status for certain violations prior to the review date to verify that corrections have been made. A school assigned an accreditation status of Accredited-Probationary will receive a review date of October 15. The reviews are designed to gather evidence of compliance prior to October 15 Annual Accreditation Status Report review date and to provide technical assistance to ensure compliance prior to October 15.

Accredited-Probationary violations requiring on-site review:

- required courses
- 120 clock hours for a unit of credit
- class size
- daily instructional time

Following the PPPV, additional evidence may be needed prior to October 15 if the district is taking action to correct concerns evidenced during the review.

All other accredited-probationary violations are monitored by the SAU through a desk audit process including continuous communication with the superintendent and intra-agency personnel prior to the October 15 review date.

If the school is still in violation, the SAU will recommend Loss of Accreditation (LOA) to the SBE. The SBE has the option of upholding the recommendation or taking other actions as identified in rule 25.03 of the Standards for Accreditation.

ANNUAL ACCREDITATION STATUS REPORT (2006-2007)

Run Date: 05/02/2007
Lea: 72-08-000
C ity: WASHINGTON
District: WEST FORK SCHOOL DISTRICT
Supervisor: J. WALTERS

2006-2007 Status:
Review Date: Comments:

:005-2006 Status:
:eview Date: Comments:

004-2005 Status:
eview Date: Comments:

Enrollment-

K	84
1	101
2	94
3	91
4	90
5	83
6	95
7	100
8	114
9	92
10	112
11	95
12	93
EE	0
SM	0
SS	0
13	0

)tal enrollment for 72-08-000: 1244

FTE Totals-

Counselor	2.00
Principal	3.00
Asst. Principal	0.00
Library/Media	3.00

Staff Development Hours:
Total Book Volume:

ANNUAL ACCREDITATION STATUS REPORT (2006-2007)

I 72-08-060 School: WEST FORK ELEMENTARY SCHOOL

2006-2007 Status: ACCREDITED-CITED
Review Date: Comments:

3313 JOB NOT CERT 09/01/2008
DEBORAH A RICH
3010 Elementary Library/Media Specialist

005-2006 Status: ACCREDITED-CITED
eview Date: Comments:

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313 JOB NOT CERT 09/01/2007
KIMBERLY K TILLMAN
031 Psychological Examiner

4-2005 Status: ACCREDITED-CITED
iew Date: Comments:

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313 JOB NOT CERT 09/01/2006
CHERYLE A BOUDREAUX
021 Elementary Library/Media Specialist

L 72-08-060 School: WEST FORK ELEMENTARY SCHOOL

Enrollment-	K	84
	1	101
	2	94
	3	91
	4	90
	5	0
	6	0
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0
otal enrollment for 72-08-060:		460

FTE Totals-

Counselor	0.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	7907

ANNUAL ACCREDITATION STATUS REPORT (2006-2007)

: : 72-08-061 School: WEST FORK MIDDLE SCHOOL

2006-2007 Status: ACCREDITED
Review Date: Comments:

2005-2006 Status: ACCREDITED
Review Date: Comments:

2004-2005 Status: ACCREDITED
Review Date: Comments:

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	83
	6	95
	7	100
	8	114
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0
Total enrollment for 72-08-061:		392

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	8109

L . 72-08-062 School: WEST FORK HIGH SCHOOL

2006-2007 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2007 Comments: SECONDARY MATH COURSES

2400 SECONDARY COURSES
12 Math Electives

2005-2006 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2006 Comments:

3313 JOB NOT CERT 09/01/2007
GARRICK S MOODY
172100 Civics/Government (1 credit)

3313 JOB NOT CERT 09/01/2005
SARAH K JONES
J00 French I

3 3 JOB NOT CERT 09/01/2007
SARAH K JONES
141010 French II

2004-2005 Status: ACCREDITED-CITED
Review Date: Comments:

3313 JOB NOT CERT 09/01/2005
SARAH K JONES
41000 French I

L 72-08-062 School: WEST FORK HIGH SCHOOL

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	0
	8	0
	9	92
	10	112
	11	95
	12	93
	EE	0
	SM	0
	SS	0
	13	0
Total enrollment for 72-08-062:		392

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	6544

ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/11/2006
District: 72-08-000
County: WASHINGTON
District: WEST FORK SCHOOL DISTRICT
Supervisor: J. WALTERS

2005-2006
Review Date:
Status:
Comments:

2004-2005
Review Date:
Status:
Comments:

2003-2004
Review Date:
Status:
Comments:

Enrollment-

K	94
1	97
2	98
3	90
4	78
5	99
6	95
7	108
8	103
9	120
10	87
11	96
12	89
EE	0
SM	0
SS	0
13	0

Total enrollment for 72-08-000: 1254

FTE Totals-

Counselor	3.00
Principal	3.00
Asst. Principal	0.00
Library/Media	3.00

Staff Development Hours:
Total Book Volume:

ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/11/2006

.: 72-08-060 School: WEST FORK ELEMENTARY SCHOOL

2005-2006 Status: ACCREDITED-CITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2007
KIMBERLY K TILLMAN
5031 Elementary Guidance Counselor

2004-2005 Status: ACCREDITED-CITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2006
CHERYLE A BOUDREAUX
5021 Elementary Library/Media Specialist

03-2004 Status: ACCREDITED
Review Date: Comments:

.: 72-08-060 School: WEST FORK ELEMENTARY SCHOOL

Enrollment-	K	94
	1	97
	2	98
	3	90
	4	78
	5	0
	6	0
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 72-08-060: 457

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	7907

ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/11/2006 Page #: 4

: 72-08-061 School: WEST FORK MIDDLE SCHOOL

2005-2006 Status: ACCREDITED
Review Date: Comments:

2004-2005 Status: ACCREDITED
Review Date: Comments:

2003-2004 Status: ACCREDITED
Review Date: Comments:

Enrollment-		
	K	0
	1	0
	2	0
	3	0
	4	0
	5	99
	6	95
	7	108
	8	103
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0
'otal enrollment for 72-08-061:		405

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	7064

ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/11/2006

#: 72-08-062 School: WEST FORK HIGH SCHOOL

2005-2006 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2006 Comments:

8313 JOB NOT CERT 09/01/2007
GARRICK S MOODY
472100

8313 JOB NOT CERT 09/01/2005
SARAH K JONES
441000 French I

8313 JOB NOT CERT 09/01/2007
SARAH K JONES
441010 French II

2004-2005 Status: ACCREDITED-CITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2005
SARAH K JONES
441000 French I

2003-2004 Status: ACCREDITED-CITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2005
SARAH K JONES
441000 French I

1 : 72-08-062 School: WEST FORK HIGH SCHOOL

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	0
	8	0
	9	120
	10	87
	11	96
	12	89
	EE	0
	SM	0
	SS	0
	13	0
Total enrollment for 72-08-062:		392

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	5992

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1019
(501) 682-4475
http://ArkansasEd.org

August 29, 2007

Ms. Diane Barrett, Superintendent
West Fork School District
359 School Avenue
West Fork, AR 72774

Dear Ms. Barrett:

The Standards Assurance Unit (SAU) will conduct on-site monitoring for preliminary verification of teaching required courses and other compliance issues evidenced on the 2006-2007 Annual Accreditation Status Report. Because of the 2006-2007 status of "Accredited-Probationary," a team of SAU specialists will conduct a review between the dates of September 17 and October 12 inclusive. This on-site monitoring is not a comprehensive On-campus Standards Review (OSR); it is a follow-up to 2006-2007 Annual Accreditation Status Report issues.

An SAU specialist will contact you regarding the review. A specific time and date during the review period (9/17/07 – 10/12/07) will not be designated. The SAU specialist will discuss materials and evidence that may be reviewed.

Sincerely,

Frank Wimer

Frank Wimer
Standards Assurance Unit Leader

pc: Johnie Walters
Standards Assurance Unit Specialist

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
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ARKANSAS DEPARTMENT OF
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Dr. T. Kenneth James, Commissioner

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http://ArkansasEd.org

September 20, 2007

Ms. Diane Barrett
West Fork School District
359 School Avenue
West Fork, AR 72774

Re: Second Year of Accredited-Probationary Status for West Fork High School

Dear Ms. Barrett:

The purpose of this letter is to provide you with notice, under Ark. Code Ann. §6-15-206, that the Department of Education is required to take action concerning your school's failure to meet all standards of accreditation for two (2) consecutive years.

The West Fork High School was identified as accredited-probationary by the Department on May 15, 2006, as well as May 15, 2007. Ark. Code Ann. §6-15-207(c) provides that the State Board of Education shall take at least one of the following actions against any school failing to meet standards of accreditation for two (2) consecutive years:

(1) Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;

(2) Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;

(3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;

(4) Require a school district to close down or dissolve a particular school or schools within a school district;

(5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of A.C.A. §6-13-1401 et seq. and this subchapter;

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
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(6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of A.C.A. §6-13-1401 et seq. and this subchapter;

(7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;

(8) Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

Please be advised that this is your written notice that should you wish to submit any comments in writing, you may do so by submitting to my office by noon on Tuesday, October 23, 2007. Given the fact that the district's opportunity to appeal has elapsed, the State Board of Education will be considering its final action as required by law.

The State Board of Education will take this matter into consideration at its scheduled meeting Monday, November 5, 2007 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, #4 State Capitol Mall, Little Rock, at 9:00 a.m.

You will have an opportunity to respond to the State Board at this time. Please feel free to contact me if you have any questions.

Sincerely,

Scott Smith

Scott Smith
General Counsel

SS/tw/law

cc: Annette Barnes, Coordinator-School Improvement
Frank Wimer, Unit Leader-Standards Assurance Unit

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1019
(501) 682-4475
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October 16, 2007

Ms. Diane Barrett, Superintendent
West Fork School District
359 School Avenue
West Fork, Arkansas 72774

Ms. Barrett,

Thank you for the professional courtesy during the recent Standards Assurance Unit on-site review of compliance issues evidenced on the final 2006-07 Annual Accreditation Status Report for West Fork High School. Based on the review conducted on September 25, 2007, supplied evidence and schedules reflected the teaching of all of the 38 required courses.

Please contact the assigned Standards Assurance Specialist or me if you have questions or need additional information.

Sincerely,

Frank Wimer
Standards Assurance

pc: Johnie Walters, Standards Assurance Specialist

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne • Dr. Tim Knight, Arkadelphia •
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ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS
~~January 2005~~ August 2007

1.0 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.

1.02 These rules are promulgated pursuant to ~~A.C.A.~~ Ark. Code Ann. §§ 6-11-105, 6-15-207, ~~A.C.A.~~ §25-15-201 et seq., and ~~A.C.A. §6-15-207 (Act 1467 of 2003~~) Acts 219 and 1015 of 2007.

1.03 These rules replace previously adopted Rules Governing Standards for Accreditation of Arkansas Public Schools revised ~~December 2003~~ January 2005.

2.0 PURPOSE

2.01 These rules are to set forth the Standards for Accreditation of Arkansas public schools and school districts.

2.02 The purpose of these rules is to describe the process whereby Arkansas public schools or school districts will be cited or placed in probationary status for failure to meet Standards for Accreditation.

2.03 The purpose of these rules is to set forth the enforcement actions that may be applied to Arkansas public schools or school districts that fail to meet Standards for Accreditation.

3.0 DEFINITIONS – For purpose of these Rules, the following terms mean:

3.01 "Cited" - Accredited-cited status assigned to a school or school district that fails to meet any standard identified as a cited violation in these rules.

~~3.02~~ ~~"Core academic course" means a course taught in any of the following subject areas: Art, English, Foreign Language, Mathematics, Reading or Language Arts, and Science.~~

3.02 "Core academic course" means a course taught in any of the following subject areas defined by NCLB: English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, Arts.

3.0~~2~~ 3 "Department" - Arkansas Department of Education.

3.0~~3~~ 4 "Enforcement action" - intervention by the State to require compliance of a school or a school district that fails to meet Standards for Accreditation of Arkansas Public Schools and School Districts.

3.05 "Highly qualified teacher" means a teacher who holds at least a Bachelor's Degree, holds full state license, and has demonstrated subject area competence in each of the core

academic subjects in which the teacher teaches, and who meets such other necessary requirements as set forth in the Arkansas Department of Education Rules Governing Highly Teachers Pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq.

3.~~04~~ 06 "Probationary" - Accredited-probationary status assigned to a school or school district that fails to meet any standard identified as a probationary violation in these rules or fails to correct by the specified deadline a violation for which it acquired cited status.

3.~~05~~ 07 "Public School District/Public School" - those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to ~~A.C.A~~. Ark. Code Ann. §§ 6-15-501; ~~A.C.A. §~~ 9-28-205, and ~~A.C.A. §~~ 12-29-301, et seq., or other provisions of Arkansas law.

3.~~06~~ 08 "Standards for Accreditation" - a series of requirements that specify what a school or school district shall meet in order to be fully accredited by the Arkansas Department of Education.

3.~~07~~ 09 "State Board of Education" - Arkansas State Board of Education.

4.0 CITED STATUS

4.01 A school district, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school district, shall be assigned cited status.

4.02 A school, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school, shall be assigned cited status.

4.03 No school or school district shall maintain a cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the cited status is assigned, unless provided otherwise in these rules.

4.04 Any school or school district that fails to remedy itself from cited status for violation of a particular standard after a two (2) year time period shall be assigned accredited-probationary status.

4.05 For the purpose of these Rules, D means district, S means school, C means cite, P means probation, and Policy means a policy is required.

5.0 PROBATIONARY STATUS

5.01 A school district shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school district.

5.02 A school shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a

school.

5.03 No school or school district shall maintain a probationary status for violation of any standard for more than two (2) consecutive school years including the year the probationary status is declared.

5.04 Any school or school district that fails to remedy itself from probationary status after the two (2) year time period will be subject to mandates of ~~A.C.A.~~ Ark. Code Ann. § 6-15-207 (Act 1467 of 2003).

STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

D/P **6.0 STANDARD I EQUAL EDUCATIONAL OPPORTUNITIES**

All school districts' policies and actions shall be nondiscriminatory and shall be in compliance with state and federal laws.

7.0 STANDARD II GOALS AND ADMINISTRATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

Policy 7.01 STATE AND NATIONAL GOALS

It is well established by history and law that education is a state responsibility. As a framework for school district planning, a set of statewide and national goals for education and a long-term plan to meet these goals have been developed.

D/C As one of these goals, pursuant to No Child Left Behind, teachers of core academic classes shall hold a designation as a Highly Qualified Teacher (HQT).

7.02 SCHOOL DISTRICT GOALS

D/P 7.02.1 Each school district in Arkansas shall be required to develop, with appropriate staff and community participation, a comprehensive plan. School district goals shall be compatible with state and national educational goals and shall address local needs. The plan shall be filed with and reviewed by the Department annually.

D/C 7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. If there is no paper media with general circulation, notification shall be mailed to parents.

S/C 7.02.3 Each school shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.

7.03 SCHOOL DISTRICT ADMINISTRATION

D/P 7.03.1 OPERATING POLICIES AND PROCEDURES

Each school board shall adopt written policies for the operation of the school district in accordance with guidelines established by the Department.

7.03.2 RECORDS AND REPORTS

S/P 7.03.2.1 Each school shall maintain all reports and records necessary for effective planning, operation, and education.

Policy 7.03.2.2 Each school district shall annually submit an accurate and timely report to the Department appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department.

7.03.3 SCHOOL BOARDS

D/C 7.03.3.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.

D/C 7.03.3.2 All accreditation and evaluation studies and reports shall be reported and discussed in a public meeting at a time and place convenient for a majority of the school patrons and employees.

7.04 SCHOOL GOALS

S/P 7.04.1 The administrators, teachers, other school staff, and parents of each school shall develop the annual comprehensive school improvement plan to monitor that school's progress and to project its continuing needs. The annual school improvement plan shall be filed with and reviewed by the Department.

S/P 7.04.2 Schools shall review each curriculum area annually to ensure alignment with state standards.

8.0 STANDARD III ACTIVE COMMUNITY INVOLVEMENT

D/P 8.01 Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support.

S/C 8.02 Each individual school shall investigate and, where feasible, utilize community resources in the instructional program of the school.

9.0 STANDARD IV CURRICULUM

9.01 COURSE CONTENT FRAMEWORKS

Policy 9.01.1 The Department shall appoint committees to write curriculum frameworks based on the adopted Arkansas Student Learning Expectations. Each committee shall consist of teachers and instructional supervisory personnel from public schools

assisted by teachers from institutions of higher education. Committees will meet periodically to review, revise, and update the curriculum frameworks.

S/P 9.01.2 Each accredited school shall use these curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards.

Policy 9.01.3 The Department, with advice from public schools and institutions of higher education, shall devise an assessment system that will measure progress toward meeting the content standards expressed in the Arkansas Curriculum Frameworks. These evaluations shall serve as a major factor in determining the accreditation status of public schools.

Policy 9.02 EARLY CHILDHOOD EDUCATION CURRICULUM

The early childhood education curriculum shall be developmentally appropriate for the age span of the children within the groups and implemented with attention to the different needs, interests, and developmental levels of those individual children. This curriculum shall be aligned to Arkansas Better Chance standards.

S/P 9.03 CURRICULUM

S/P 9.03.1 SMART CORE AND ~~COMMON~~ CORE

9.03.1.1 Guidelines for the development of Smart Core curriculum policies and informed consent document shall be established by the Department. Each school district shall adopt written Smart Core curriculum policies consistent with those guidelines.

9.03.1.2 The Smart Core curriculum is contained within the 38 units that must be taught each year. (See 14.03.1 for a listing of Smart Core requirements)

9.03.1.3 In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and ~~common~~ core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.

9.03.1.4 All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in the ~~common~~ core.

9.03.1.5 Each school district shall adopt written policies that inform parents about the Smart Core curriculum and the required course of study for graduation.

9.03.1.6 Each district's written policies regarding Smart Core curriculum and the required course of study for graduation shall be included in the student handbook and filed with the Department.

9.03.1.7 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of the Smart Core curriculum and the course of study for the graduation policy.

9.03.1.8 Students and parents shall acknowledge that they have received the school's policy regarding Smart Core curriculum and the required course of study for graduation by a signed statement. The school shall document procedures and methods used to inform parents and students of this policy. Parents shall sign an Informed Consent document provided by the Department. Teachers, administrators, and counselors shall be provided with appropriate training in this policy.

9.03.1.9 The core curriculum for grades K-8 shall encompass all types of developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile). English Language Acquisition Standards shall also be used for all English Language Learners (ELL) students at all grade levels.

S/P 9.03.2 GRADES K-4
Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.2.1 Language Arts

Reading
Writing
Listening, Speaking, Viewing

9.03.2.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.2.3 Social Studies

History and culture of Arkansas (a unit at each grade level with emphasis at grade 4), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social sciences processes and skills

9.03.2.4 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.2.5 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.2.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.2.7 Practical Living Skills/Career Exploration

9.03.2.8 Health and Safety Education and Physical Education

S/P 9.03.3 GRADES 5-8
Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.3.1 Language Arts

Reading
Writing
Listening, Speaking, Viewing

9.03.3.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.3.3 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.3.4 Social Studies

History and culture of Arkansas (a unit at grades 5 and 6, with

emphasis at grade 5), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social science process skills

9.03.3.5 Physical Education

9.03.3.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.3.7 Health and Safety

9.03.3.8 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.3.9 Career and Technical Education

9.03.3.10 Each school shall teach annually reading and mathematics skills to assist those students who need such additional instruction to make satisfactory progress in their required courses.

9.03.3.11 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every public elementary school in this state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history shall be taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in this state.

9.03.3.12 Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be certified in the subject area taught with students participating in appropriate End-of-Course examinations. Schools shall have appropriate follow-up curriculum in place for students adopting an accelerated schedule.

S/P 9.03.4 GRADES 9-12
Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 38 units, except as otherwise allowed in Ark. Code Ann. §§ 6-15-213 and 6-15-214, as articulated in these rules.

9.03.4.1 Language Arts - 6 units

4 units English
1 unit oral communications or ½ unit oral communications and ½ unit drama
1 unit journalism
(Other options as approved by the Department)

9.03.4.2 Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)

1 unit biology
1 unit chemistry
1 unit physics
(Other options as approved by the Department)

9.03.4.3 Mathematics - 6 units

1 unit Algebra I
1 unit geometry
1 unit Algebra II
1 unit pre-calculus mathematics to include trigonometry
(Other options as approved by the Department)

9.03.4.4 Foreign Languages - 2 units of the same language

9.03.4.5 Fine Arts - 3 ½ units

1 unit art
1 unit instrumental music
1 unit vocal music
½ unit survey of fine arts or an advanced art or an advanced music course

9.03.4.6 Computer Applications with emphasis on current applications-1 unit

9.03.4.7 Social Studies - 4 units

1 unit American history with emphasis on 20th Century America
1 unit world history
1 unit civics or civics/government
½ unit of Arkansas history if not taught in grade 7 or 8
(Other options as approved by the Department)

9.03.4.8 Health and Safety Education and Physical Education - 1½ units

1 unit physical education
½ unit health and safety education

9.03.4.9 Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three

(3) occupational areas.
In addition to the currently approved programs, districts may develop and request approval for innovative programs of study based on community and student needs.

9.03.4.10 The course offerings should include appropriate Advanced Placement (AP) courses. Weighted credit/additional quality points for designated AP courses will be contingent upon the teacher completing training as required by the Department and the student taking the applicable AP examinations.

9.03.4.10.1 Any school district meeting the following conditions may petition the Department to count an appropriate approved AP course in the place of a specified required 38 unit course in the subject areas of mathematics, English, science and social studies under the following conditions:

9.03.4.10.2 The public school district has a qualified teacher for the required 38 unit course;

9.03.4.10.3 No students enrolled in the required 38 unit course;

9.03.4.10.4 An AP course in the same subject area as the required course has students enrolled in the 38 unit course;

9.03.4.10.5 The public school district teaches all other 38 unit courses required by the Standards for Accreditation; and

9.03.4.10.6 The public school district teaches the required 38 unit course to any student who enrolls in the public school district after the school year begins.

9.03.4.10.7 The public school district may teach the required course to a new student:

i. In a traditional classroom setting;

ii. Through distance learning with a qualified teacher, or

iii. ~~By modifying the AP course on an individual level to accommodate the new student.~~ By making individual modifications for the required course from the AP course syllabus to accommodate the new student.

9.03.04.10.8 The public school district shall notify the Department in writing after registration in the spring prior to the beginning of the new school year and immediately after the school year begins if no students enrolled in the required course and the public school district will seek to meet the Standards for Accreditation using the AP course.

9.03.4.10.9 Upon receiving the public school district's written notification and after spring registration and after verifying the information, the Department shall permit the public school district to meet the Standards for Accreditation by teaching the AP course in place of the required course.

9.03.4.10.10 If a new student enrolls in the required course, the public school district shall immediately notify the Department in writing.

9.03.4.11 Additional foreign language courses such as the Level III and IV of the same foreign language and other foreign language should be included.

9.03.4.12 If a course required to be taught by a school district under the State Board of Education's Standards for Accreditation has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught, and no other students that are eligible to take the course enroll to attend the school district campus where the course is required to be taught, the course shall be considered as taught by the school district in compliance with the Standards for Accreditation under the folllowing conditions:

9.03.4.12.1 The school district superintendent certifies in writing that no student was enrolled in the district and was eligible to take the required course enrolled to attend the school district campus where the course was required to be taught after the initial student or students left the school district;

9.03.4.12.2 The school district provides written proof, as required by the Department, that the school district had the course scheduled to be taught on the school district's master course schedule during the entire time the course was required to be taught;

9.03.4.12.3 The school district provides written proof, as required by the Department, that the school district had a properly certified teacher employed and able to teach the required course during the entire time the course was required to be taught and the course was listed on the school district's master course schedule;

9.03.4.12.4 The Department, upon review of proper records of the district and information certified by the school district superintendent, confirms that the school district satisfied the requirements of Sections 9.03.4.12 - 9.03.4.12.3 of these rules and verifies that the information submitted

pursuant to Sections 9.03.4.12 - 9.03.4.12.3 of these rules is correct; and

9.03.4.12.5 At the end of the school semester in which the course was required to be taught, the school district petitions the State Board of Education, in writing, for a waiver of the Standards for Accreditation requirement that the particular course be taught for that school semester.

9.03.4.12.6 The State Board of Education shall waive the requirement for only the semester in which the student or students left the school district.

9.03.4.12.7 The superintendent and the school board president of the school district seeking the waiver shall appear before the State Board of Education to present their request for a waiver.

9.03.4.12.8 Representatives of the Department shall appear before the State Board of Education to confirm and verify the information required to be filed with the Department under this section.

9.03.4.12.9 Upon satisfaction of the requirements of Sections 9.03.4.12 - 9.03.4.12.8 of these rules, the State Board of Education shall waive the requirement that the course be taught on a semester basis.

10.0 STANDARD V INSTRUCTION

10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR

D/P 10.01.1 Student-teacher interaction time shall be for a minimum of 178 days, except as waived by the Department for professional development.

D/P 10.01.2 All public school teacher/administrator contracts (elementary, secondary, vocational - exception vocational agriculture) shall be a minimum of 190 days.

D/P 10.01.3 At least ten (10) days or sixty (60) hours shall be used for professional development and in-service training and at least two (2) days shall be used for parent/teacher conferences.

D/S/P 10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.

10.02 CLASS SIZE AND TEACHING LOAD

Policy 10.02.1 Early childhood education programs shall be no more than ten (10) students to

one (1) teacher in a classroom or no more than twenty (20) students to one (1) teacher and a qualified adult aide.

S/P 10.02.2 Kindergarten shall be no more than twenty (20) students to one (1) teacher in a classroom. However, kindergarten class maximum may be no more than twenty-two (22) with a one half time instructional aide being employed for those classes.

S/P 10.02.3 The average student/teacher ratio for grades one through three in a school district shall be no more than twenty-three (23) students per teacher in a classroom. There shall be no more than twenty-five (25) students per teacher in any classroom.

S/P 10.02.4 The average student/teacher ratio for grades four through six in a school district shall be no more than twenty-five (25) students per teacher in a classroom. There shall be no more than twenty-eight (28) students per teacher in any classroom.

S/P 10.02.5 In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students; an individual academic class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.

D/C 10.03 INSTRUCTIONAL MATERIALS

School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher.

10.04 DISCIPLINE

D/P 10.04.1 Guidelines for the development of student discipline policies shall be established by the Department. Each school district shall adopt written discipline policies consistent with those guidelines that include a code of student behavior.

D/P 10.04.2 Each district's written policies shall be filed with the Department.

D/S/P 10.04.3 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of their student discipline policies, rules, and procedures.

S/P 10.04.4 Schools shall inform students and parents of the rules and procedures by which the school is governed. Schools shall make the students aware of the behavior that will call for disciplinary action, as well as the types of corrective actions that may be imposed.

S/P 10.04.5 Students and parents shall acknowledge that they have received the school's discipline policies by a signed statement. The school shall document procedures and methods used to inform parents and students of the policy.

D/S/P 10.04.6 Teachers and administrators, classified school employees, and volunteers shall

be provided with appropriate student discipline training as required by ~~A.C.A.~~ Ark. Code Ann. § 6-18-502.

D/C 10.05 EXTRACURRICULAR ACTIVITIES

Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.

D/C 10.06 REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Each school district shall adopt a written policy specifying the requirements students must meet to be eligible to participate in extracurricular activities.

D/C 10.07 HOMEWORK AND INDEPENDENT STUDY SKILLS

Each school district shall adopt a written policy for appropriate and meaningful homework. The policy shall promote the development of students' independent study skills and work to be done outside the classroom which will reinforce and strengthen academic skills, broaden the educational experiences of students, and relate those experiences to the real life of the community. Parents shall be notified of the policy at the beginning of each school year.

D/C **11.0** **STANDARD VI ATTENDANCE AND ENROLLMENT**

11.01 MANDATORY ATTENDANCE

All children who are ages five (5) through seventeen (17) on or before September 15 are required to be in school that school year with the exception of five-year-old children for whom kindergarten has been waived by the parent, guardian, or person having custody or charge; students who have received a high school diploma or its equivalent; or students who are enrolled in a postsecondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.

S/C 11.02 INITIAL ENROLLMENT

A birth certificate, Social Security Number, or other documentation, as provided by law, shall be required to enroll in school.

Policy 11.03 EARLY CHILDHOOD EDUCATION PROGRAMS

It is recommended that school districts provide the opportunity for each child age three (3) on or before September 15 to enroll in an approved early childhood education program. No parent or guardian shall be required to enroll a child in an early childhood education program at age three (3).

D/P 11.04 KINDERGARTEN

Each school district must provide a full-day kindergarten for each child age five (5) on or before September 15. A parent or guardian shall sign a waiver if they elect not to enroll a child in kindergarten at age five (5). Any six-year-old child who has not completed a state

accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.

D/S/P 11.05 IMMUNIZATION REQUIREMENTS

All schools and school districts shall meet immunization requirements established by state and federal laws.
All enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.

12.0 STANDARD VII STUDENT PERFORMANCE

D/S/P 12.01 PERFORMANCE OF ALL STUDENTS

Schools shall be responsible for assessing each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).

S/P 12.02 GRADING

Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given.

S/P 12.03 SPECIAL EDUCATION STUDENTS

Students with special needs shall have equal access to programs that meet the criteria for their identified Individualized Education Program and shall receive services in the least restrictive environment that meets their needs.

12.04 SCHOOL REPORTING OF STUDENTS' PERFORMANCE

D/C 12.04.1 Each local district shall adopt a written policy requiring teachers to communicate with the parent(s) or guardian(s) of each student during the school year to discuss the student's academic progress and requiring more frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade.

S/C 12.04.2 Each school shall schedule no fewer than two (2) parent-teachers conferences per school year to encourage communication with parents.

S/C 12.04.3 All grade level conferences with parent(s) and or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or nonparticipation in required conferences. If a student is to be retained at any grade level, notice of retention and the reasons for retention shall be communicated promptly in a personal

conference.

12.05 TRANSFER BETWEEN SCHOOLS

D/C 12.05.1 Any student transferring from a school accredited by the Department to another school accredited by the Department shall be placed into the same grade the student would have been in had the student remained at the former school.

D/C 12.05.2 Any student transferring from home school or a school that is not accredited by the Department to a school that is accredited by the Department shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

13.0 STANDARD VIII SCHOOL PERFORMANCE

Data from the performance indicators shall be used by the Department and schools in establishing goals and objectives for school improvement.

14.0 STANDARD IX GRADUATION REQUIREMENTS

S/P 14.01 For the graduating classes of 2004-2005, 2005-2006, 2006-2007, and 2007-2008, a minimum total of twenty-one (21) units shall be earned by a student in order for that student to be entitled to graduate from an Arkansas public high school. Only one (1) of the required units may be in a physical education course. The twenty-one (21) units must be satisfied from those twenty-one units which were in existence prior to the last rule change to Section 14 of the Standards by the State Board of Education in December 2003. Specifically, those units, at a minimum, are as follows:

~~COMMON~~ CORE - Fifteen (15) units

English - four (4) units
Oral Communications – one half (½) unit

Social Studies – three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]
Mathematics -three (3) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.]
Science – three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]
Physical Education – one half (½) unit
Health and Safety – one half (½) unit
Fine Arts – one half (½) unit
* A two-year algebra equivalent or a two-year geometry equivalent may be counted as two units of the three (3) unit requirement.

D/C CAREER FOCUS – Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state

frameworks through course sequencing and career course concentrations where appropriate.
Local school districts may require additional units for graduation beyond the fifteen (15) ~~common~~ core and the career focus units. These may be academic and/or technical areas. All the ~~common~~ core and career focus units must total at least twenty-one (21) units to graduate.

D/S/P 14.02 For the graduating classes of 2008-2009 and each graduating class thereafter, a minimum total of twenty-two (22) units shall be earned by a student in order for that student to be entitled to graduate from an Arkansas public high school. Only one (1) of the required units may be in a physical education course. Specifically, for the graduating class of 2008-2009, the required units, at a minimum, are as follows:

~~COMMON~~ CORE - Sixteen (16) units

English - four (4) units
Oral Communications – one half (½) unit
Social Studies – three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]
Mathematics -four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable.
Science – three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]
Physical Education – one half (½) unit
Health and Safety – one half (½) unit
Fine Arts – one half (½) unit
* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

D/C CAREER FOCUS – Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

D/S/P 14.03 Specifically, for the graduating classes of 2009-2010 and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "~~Common~~ Core" curriculum. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in ~~Common~~ Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or ~~Common~~ Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th
Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.] Comparable concurrent credit college courses may be

substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)
Geometry or Investigating Geometry or Geometry A & B (Grades 8-9 or 9-10)
Algebra II
Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units
Civics or Civics/American Government
World History
American History

Oral Communications - one half (½) unit
Physical Education - one half (½) unit
Health and Safety - one half (½) unit
Fine Arts - one half (½) unit

D/C CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

~~COMMON~~ CORE - Sixteen (16) units

English - four (4) units
Oral Communications - one half (½) unit
Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]
Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable.
Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]
Physical Education - one half (½) unit
Health and Safety - one half (½) unit
Fine Arts - one half (½) unit
* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

D/C CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) ~~Common~~ Core and the six (6) career focus units. These may be in academic and/or technical areas. All the ~~Common~~ Core and career focus units must total at least twenty-two (22) units to graduate.

S/P 14.04 A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum thirty (30) hour week is required.

S/P 14.05 SPECIAL EDUCATION

14.05.1 For a student with disabilities, the Individualized Education Program (IEP) serves as the student's "graduation plan."

14.05.2 Beginning not later than age 14, or earlier if determined appropriate by a student's IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student's exit from school due to graduation. For a student with disabilities, fulfillment of the requirements set forth in the student's IEP constitutes the basis for graduation from high school.

15.0 STANDARD X PERSONNEL

D/P 15.01 SCHOOL DISTRICT SUPERINTENDENT

Each school district shall employ a full-time superintendent when enrollment exceeds three hundred (300). A full-time superintendent may, at the discretion of the local school district, teach no more than two (2) classes per day.

S/P 15.02 PRINCIPALS

Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist.

15.03 LICENSURE AND RENEWAL

D/S/P 15.03.1 All administrative, teaching, and other personnel shall hold a current, valid

Arkansas license as required by law.

D/S/C 15.03.2 All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.

D/S/C 15.03.3 A person not fully qualified for a position may be used in emergencies only and may not be replaced by a person not fully qualified for the position, unless appropriate documentation is provided to the Department describing efforts to hire a qualified individual.

Policy 15.03.4 Licensure renewal in a subject area shall require intervening educational experience related to that subject area.

Policy 15.03.5 Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.

Policy 15.03.6 Issuance and revocation of a license shall be in accordance with Arkansas Code and State Board of Education regulations promulgated for such action.

Policy 15.03.7 The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.

15.04 PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING

D/P 15.04.1 Each school district shall have flexibility in establishing plans for professional development and in-service training, provided the plans meet standards and rules for professional development as established by the Department. Beginning with the 2004-2005 school year, and each year thereafter, a minimum of sixty (60) hours of professional development, to include six (6) hours of technology, is required for teachers and administrators annually.

D/P 15.04.1.1 Each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the sixty (60) hours required for professional development.

D/P 15.04.1.2 Each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. These three (3) hours may be included in the required sixty (60) hours of professional development.

15.04.2 For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional

leadership, and fiscal management.

15.05 HIGHLY QUALIFED TEACHERS REQUIREMENT FOR CORE ACADEMIC CLASSES

15.05.1 Every public school district shall ensure that the percentage of core academic classes taught by highly qualified teachers in the district's schools is no less than 10 percentage points below the state's total percentage of core academic classes taught by highly qualified teachers.

15.05.2 Any school district failing to meet the requirements of Section 15.05.1 shall receive a citation at the appropriate district and school level.

16.0 STANDARD XI SUPPORT SERVICES

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws. The plans shall be based upon the needs identified by parents, teachers, principals, students, and other agencies with which the school district works.

16.01 GUIDANCE AND COUNSELING

S/P 16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.

S/C 16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.

D/P 16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

16.02 MEDIA SERVICES

D/C 16.02.1 Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection.

S/C 16.02.2 A process to provide for input from teachers, parents, and students in the acquisition of instructional materials shall be implemented. These materials shall enhance and support the goals of the school improvement plan.

S/P 16.02.3 The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. A school with three hundred (300) or more students enrolled shall employ a full-time licensed library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time, licensed library media specialists. The library

media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.

S/C 16.02.4 The school media collection shall consist of a balance of print, nonprint, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger. A minimum technology requirement will be one (1) computer per media center with multimedia/networking capacity for administrative purposes only.

16.03 HEALTH AND SAFETY SERVICES

D/P 16.03.1 Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students.

S/C 16.03.2 Each school shall provide facilities, equipment, and materials necessary for operation of a school health services program.

S/C 16.03.3 The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Department.

S/C 16.03.4 Each school shall take proper measures to ensure the safety of its students and protect against injuries which may occur in or on the school facilities or site.

S/C 16.03.5 In accordance with ~~A.C.A.~~ Ark. Code Ann. §6-18-1005, health services shall include but not be limited to: (1) Students with special health care needs, including the chronically ill, medically fragile, technology dependent, and students with other health impairments shall have an Individualized Healthcare Plan. (2) Invasive medical procedures required by students and provided at school shall be performed by trained, licensed personnel who are licensed to perform the task; the regular classroom teacher shall not perform these tasks. (3) Custodial Healthcare services required by students under an Individualized Healthcare Plan shall be provided by trained school employees other than the regular classroom teachers.

17.0 STANDARD XII SPECIAL EDUCATION

Special education programs and special schools shall be accredited in accordance with applicable laws and rules adopted by the State Board of Education.

18.0 STANDARD XIII GIFTED AND TALENTED EDUCATION

S/C 18.01 Each school district shall develop procedures to identify gifted and talented students in

accordance with guidelines established by the Department.

D/P 18.02 Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.

S/C 18.03 Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities.

19.0 STANDARD XIV SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES

D/C 19.01 Each school district shall develop and implement programs which take advantage of educational opportunities outside the traditional classroom.

D/C 19.02 Each school district shall provide opportunities for qualified students to enroll in courses at institutions of higher education.

D/P 19.03 Each school district shall provide appropriate alternative program(s) for students who are identified as requiring such programs to continue their education.

Policy 19.04 Each school district should provide opportunities for summer school and adult education programs.

20.0 STANDARD XV FACILITIES AND EQUIPMENT

D/P 20.01 School facilities shall be planned and constructed in accordance with the laws of the State of Arkansas and the regulations of the Arkansas Department of Health, the office of the State Fire Marshall, and the Department.

D/C 20.02 Each room shall be furnished with equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.

21.0 STANDARD XVI AUXILIARY SERVICES

Policy Auxiliary services, such as transportation and food services, shall be provided in accordance with applicable laws, regulations, and guidelines developed by the Department.

22.0 STANDARD XVII COOPERATION AMONG SCHOOL DISTRICTS

School districts may comply with these standards through cooperative efforts among themselves. All plans for cooperation among school districts and institutions of higher learning for the purpose of complying with these standards shall be submitted for approval to the Department.

23.0 STANDARD XVIII ACCREDITATION OF SCHOOLS

Policy 23.01 COMPLIANCE WITH STANDARDS

A school or district shall be accredited on the basis of its complying with these standards and state law related to these standards.

Policy 23.02 DEPARTMENT GUIDELINES

The Department shall prepare guidelines to be used in the evaluation of schools or districts to determine whether they are in compliance with these standards. The guidelines will provide for the design and format for reports required to be submitted to the Department to indicate the extent to which school districts and schools are in compliance. The guidelines will include criteria for measuring each standard and the documentation required to indicate compliance with the standard. Required reports will be submitted to the Department by October 15 of each year.

Policy 23.03 ACCREDITATION PROCESS

The Department shall annually review all reports and investigate any suspected deficiencies in meeting standards. All written complaints charging violations of standards received by the Department shall be investigated. Each year the Department shall make an on-site visit to a selected number of school districts and review the schools for compliance with the standards. The Department shall notify all school districts and schools not meeting the Standards for Accreditation of deficiencies by May 15 of each year.

23.04 ACCREDITATION

S/P 23.04.1 Any school or district, which falls below current Standards for Accreditation, as determined by the Department, shall be notified in writing as being classified in either cited or probationary status by May 15 of each year.

Policy 23.04.2 School districts shall be notified of a school's or school district's probationary status and advised that the school will be classified as probationary for no more than two (2) school years, after which time they shall be classified as not accredited. Schools classified as not accredited are subject to enforcement actions as described herein pursuant to ~~A.C.A~~. Ark. Code Ann. §6-15-207.

23.04.3 The Department shall review by May 15 annually, pertinent information from every school district to ensure that the district and schools are in compliance with current Standards for Accreditation, and shall make an on-site review of each school's compliance at least every two (2) years or more frequently if deemed necessary by the Department.

23.04.4 A comprehensive evaluation shall be conducted in accordance with guidelines established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department shall use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts. The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP])

23.04.5 The Department shall provide school improvement teams to local school

districts needing assistance in meeting the standards or when it is determined a school has deficiencies. The school improvement team shall recommend action that the school should take to improve its program and eliminate deficiencies.

Policy

23.04.6 Any person who knowingly submits falsified information requested or required by the Department may be subject to licensure action pursuant to ~~A.C.A.~~ Ark. Code Ann. §6-17-410 and other relevant state and federal law.

24.0 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS

CITATIONS:

24.01 A school or school district will be placed in cited status for licensure deficiencies for the second and third year of an individual's Additional Licensure Plan (ALP). This status will continue for the length of time prescribed by the individual's approved Additional Licensure Plan, not to exceed two (2) years. Any school employing a teacher not completing the ALP process after the two (2) year cited process shall be assigned accredited-probationary status.

24.02 A school or school district will be placed in cited status for improper ratios and class sizes caused by unexpected population shifts. Such status may extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school shall be assigned probationary status.

24.03 A school district will be placed in cited status for failing to hold the Annual Report to the Public School Board meeting prior to November 15. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

24.04 A school district will be placed in cited status for providing a late Annual Accreditation Report to the Department. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

PROBATIONS: For the following violations, any school district or school that fails to meet the identified date of corrections will be recommended to the State Board of Education for loss of accreditation.

24.05 A school will be placed in probationary status for high school classes which meet less than 120 clock hours (to be corrected within thirty days).

24.06 A school will be placed in probationary status for an instructional day that is less than six (6) hours per day or thirty (30) hours each week (to be corrected within thirty days).

24.07 A school will be placed in probationary status for any staff member(s) not holding a valid Arkansas license. Such status will not extend beyond January 30 of the current school year.

24.08 A school or school district will be placed in probationary status for failing to employ a

superintendent, principal, assistant principal (if required), nurse, or counselor. Such status will extend to the first day of the next academic semester.

24.09 A school will be placed in probationary status for lack of written policies mandated by law or the Standards for Accreditation (to be corrected in 60 days).

24.10 A school will be placed in probationary status for lack of a guidance program. Such status will extend to the first day of the next academic semester.

24.11 A school district will be placed in probationary status for lack of a health services program. Such status will extend to the first day of the next academic semester.

24.12 A school district will be placed in probationary status for lack of a gifted and talented program. Such status will extend to the first day of the next academic semester.

24.13 A school or school district will be placed in probationary status for lack of a media services program. Such status will extend to the first day of the next academic semester.

24.14 A school district will be placed in probationary status for lack of a special education program. Such status will extend to the first day of the next academic semester.

24.15 A school will be placed in probationary status for improper ratios/class sizes NOT CAUSED by unexpected population shifts (to be corrected in 30 days).

24.16 A school district will be placed in probationary status for failing to file an accurate or complete Equity Compliance Report. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next year.

24.17 A school or school district shall be placed in probationary status for failing to teach the required courses mandated by these Standards for Accreditation. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next school year.

24.18 A local school or school district shall be placed in probationary status for violations of the law (e.g., ~~A.C.A~~. Ark. Code Ann. §§ 6-16-132, ~~A.C.A. §~~6-16-130, ~~A.C.A. §~~6-15-1101, ~~A.C.A. §~~6-17-309, ~~A.C.A. §~~6-18-223, or ~~A.C.A. §~~6-15-1601 et seq.). Such status shall extend to the official review date issued by the Department.

25.0 ENFORCEMENT OF STANDARDS FOR ACCREDITATION

25.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in paragraph 25.03, to address a school or school district which has failed to meet all Standards for Accreditation any time after a school or school district has received notice of being placed in probationary status pursuant to paragraph 23.04.1. The Department shall petition the State Board of Education for enforcement action in the time period provided in these rules when a school or school district has failed to remedy all probationary violations when a specific time period for correction is required regarding a particular standard.

25.02 The State Board of Education shall take at least one of the following actions, listed in

paragraph 25.03, to address any school or school district which has failed to meet all Standards for Accreditation for two (2) consecutive school years including the year the probationary status was issued to the school or school district, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.

25.03 The State Board of Education shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the Standards for Accreditation:

25.03.1 Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;

25.03.2 Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;

25.03.3 Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;

25.03.4 Require a school district to close down or dissolve a particular school or schools within a school district;

25.03.5 Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of ~~A.C.A.~~ Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

25.03.6 Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of ~~A.C.A.~~ Ark. Code Ann. §6-13-1401 et seq. and this subchapter;

25.03.7 Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;

25.03.8 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

25.03.9 LOSS OF ACCREDITATION

25.04 PUBLICATION AND DISSEMINATION

25.04.1 When any school of a school district or the school district is determined by the

State Board of Education to be in probationary status for failure to meet the Standards for Accreditation, that school district, after exhausting its rights to appeal, shall:

25.04.1.1 Publish the probationary status determination and findings of the State Board of Education to the public and the parents or care giver of each student enrolled in the school or school district determined to have failed to meet the Standards for Accreditation;

25.04.1.2 The public notice shall be in an understandable and uniform format;

25.04.1.3 The public notice shall be published or disseminated, immediately after the State Board of Education's determination, on the web-site of the school district and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected school district.

26.0 RIGHT OF APPEAL

26.01 In the event a district or school believes the Department has improperly determined that any school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with the office of the Director of the Department.

26.02 Any such appeal shall be held in an open hearing, and the decision of the Board shall be in open session. The appeal must be filed not later than May 30 following the May 15 written notification, and the State Board of Education hearing must be held prior to August 15 of the same calendar year.

26.03 The State Board of Education may confirm the classification of a school or school district accreditation status, as determined by the Department, or it may sustain the appeal of the district.

26.04 Pursuant to the ~~A.C.A.~~ Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, ~~A.C.A.~~ Ark. Code Ann. § 25-15-201 et seq.

27.0 WAIVER AUTHORITY AND PROCESS

27.01 The State Board on its own motion, or on petition from the Department, or from a school district may, upon a showing of just cause in a public hearing of the State Board, grant a waiver of any accreditation standard for a time period of no longer than one (1) school year, except that no curricula, student performance, school performance, or any standard required by law may be waived for any time period.

27.02 Any petition for waiver of any accreditation standard by a school district shall be filed in the Office of the Director of the Department thirty (30) calendar days prior to the State Board of Education hearing the waiver petition. The State Board may waive the thirty (30) day time requirement, when in the State Board of Education's determination, circumstances prevent

the petition from being filed within the thirty (30) day time frame.

27.03 Any hearing of the State Board of Education concerning a waiver of any accreditation standard shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accord with Arkansas law.

Summary Public Comments
Rules Governing the Use of Net Gate
Receipts by Public School Districts

Public hearings were held on October 3, 2007 and October 10, 2007 due to an incorrect date published in the newspaper. Two persons attended the hearing on October 3 and one person attended on October 10, 2007.

Comments received include:

- By the time we pay officials, gate keepers, and whoever or whatever else has to be paid, little if any money is left to account for. We have several non-revenue sports that will deplete these funds into a negative without a transfer from other activity fund balances. Let districts have the latitude to use the money to support athletic programs of the district. Let's keep job one, educating our students, and not increase the accounting load for our activity account people.

- Act 1043 enables school districts to purchase awards for students out of gate receipts. It is important that we recognize our student athletes in some way.

- The rules implementing Act 1043 are a step in the right direction. Having equity in our support of our athletic programs is essential to encourage continued participation. Districts must provide awards for outstanding athletic achievements. Students cannot afford to purchase awards.

- Section 3.00 definitions needs to be expanded to clearly define what net receipts are and what they are not.

- All responses received supported the rule.

ARKANSAS DEPARTMENT OF EDUCATION
PROPOSED RULES GOVERNING THE USE OF NET ATHLETIC GATE RECEIPTS BY PUBLIC SCHOOL DISTRICTS

1.00 **Regulatory Authority**

1.01 These rules are enacted pursuant to the Arkansas State Board of Education authority under A.C.A. 6-11-105, 6-20-415, and Act 1043 of the 2007 regular session.

1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Use of Net Athletic Gate Receipts by Public School Districts.

2.00 **Purpose**

2.01 The purpose of these rules is to establish the procedures for public school districts to follow in coding and reporting athletic expenditures that are paid from net athletic gate receipts.

3.00 **Definitions**

For the purposes of this rule, the following terms shall mean

3.01 "Net athletic event gate receipts" means the amount remaining from fees collected for admission to a school district athletic event less any expenses paid by the school district from those gate receipts.

3.01.1 "Net gate receipts" shall include revenues generated from the sale for reserved seating and the amount collected for admission to a school district athletic event less any expenses, including any rental fee for a facility used for an athletic event.

3.02 "Net athletic gate receipts" does not include any portion of admission fees charged by a school district for an athletic event held at the school district or at a facility leased or rented by the school district that is remitted or passed through to another entity outside the district.

4.00 **Procedures**

4.01 Beginning in July 2007, school districts shall establish a separate fund for athletic gate receipts.

4.02 Revenues and expenditures from the athletic gate receipt funds shall be tracked and reported.

4.03 The local school board may approve the use of net athletic event gate receipts to purchase athletic awards for students participating in school-sponsored activities.

4.04 The school district shall not expend from net athletic gate receipts more than an average of $100 per student participating per activity.

4.05 School districts may access private funds to purchase athletic awards.

Agency # 005-15

ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GOVERNING PUBLIC CHARTER SCHOOLS

~~August 8, 2005~~
November 5, 2007

1.00 Regulatory Authority

1.01 These rules and regulations shall be known as the Arkansas Department of Education Rules and Regulations Governing Public Charter Schools.

1.02 The State Board of Education enacted these rules and regulations pursuant to its authority under Ark. Code Ann. §6-11-105, 25-15-201 et seq., 6-23-101 et seq., ~~as amended by Act 2005 of 2005~~ and Act 736 of 2007.

2.00 Purpose of Regulations

2.01 The purposes of these rules and regulations are to implement Ark. Code Ann. §6-23-101, et seq. and to establish the requirements and procedures for the application of a public charter school, for monitoring a school once it has been granted a charter by the State Board of Education (State Board), for renewal, modification, and revocation of a charter granted by the State Board of Education, and for disbursing funds to a public charter school.

3.00 Definitions

For the purpose of these rules and regulations:

3.01 "Debt" is defined as a financial obligation incurred by a public charter school, which is due in more than 365 days.

3.02 "Average daily membership (ADM)" is defined as the total number of days attended plus the total number of days absent by students during the first three (3) quarters of each school year, divided by the number of school days actually taught in the school during that period of time.

3.03 "Local School Board" means a board of directors exercising the control and management of a public school district. In addition for the purposes of these regulations a local school board refers to the board of directors of the school district where the public charter school will be physically located.

3.04 "Public school district in which enrollment is likely to be affected" is defined as the school districts in the geographical area surrounding the proposed open-enrollment public charter school from which students are likely to be drawn across district lines for enrollment in the public charter school.

3.05 "Application" is defined as the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status ~~document~~ presented to the State Board of Education requesting to enter into a charter that describes the school and provides all of the information required by law and the Arkansas Department of Education, in the form prescribed by the Charter School Office. The term application shall be synonymous with the term petition, and the terms are interchangeable throughout these rules. The application, in addition to any conditions or requirements agreed upon by the State Board, will serve as the terms and conditions of the charter.

3.06 "Letter of Intent" is defined as a written notice submitted to the Department of Education Charter School Office that a public school district or an eligible entity intends to file a charter school application. Such letter of intent shall be submitted on forms provided by the Department of Education by the established deadline.

3.07 "Eligible entity" is defined as a public or private, nonsectarian institution of higher education; ~~a~~ governmental entity, or ~~an~~ organization, which has applied for tax exempt status ~~is exempt from taxation~~ under §501(c)(3) of the Internal Revenue Code at the time of application for the open-enrollment charter. The eligible entity must have status as a tax-exempt organization under § 501(c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

3.08 "Charter" is defined as a performance-based contract between the State Board of Education and an approved applicant for public charter school status which exempts the public charter school from specified state and local rules, regulations, policies, and procedures for an initial five-year (5) period and ~~either converts a regular public school to a charter school~~ which operates under the specific terms of a charter granted by the State Board of Education~~, or authorizes the creation and conditional operation of an open-enrollment charter school~~.

3.09 "Public charter school" is defined as a conversion public charter school, an open-enrollment public charter school, or a limited public charter school.

~~3.09~~

3.10 "Open-enrollment public charter school" is defined as a public school that is operating under the terms of a charter granted by the ~~s~~ State ~~b~~ Board of Education on the application of an eligible entity and may draw its students from ~~across~~ any public school district ~~boundaries~~ in this state.

~~3.10~~

3.11 "Conversion public charter school" is defined as an existing public school which has ~~is~~ converted to a school under the terms of a charter approved by the local school board and the State Board of Education.

3.12 "Limited public charter school" is defined as a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the State Board of Education.

3.13 "Founding member" is defined as any individual who is either a member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school or a member of the initial governing non-advisory board of the open-enrollment public charter school.

3.14 "Parent" is defined as any parent, legal guardian, or other person having custody or charge of a school-age child.

3.15 "Public school" is defined as a school that is part of a public school district under the control and management of a local school board.

3.16 "License" is that authority granted by the State Board of Education to an already existing open-enrollment public charter sponsoring entity for the purpose of establishing another open-enrollment public charter school with a limit of only one charter license to be approved for each additional open-enrollment public charter school to be established under an already existing open-enrollment charter provided the applicant for a charter license meets the following minimum conditions: (1) open-enrollment public school charter from the State Board of Education, and (2) meets the requirements of Section 10.05.1 of these Rules.

4.00 Observance of Anti-Discrimination Laws

4.01 All public charter schools shall observe and comply with all anti-discrimination law, both federal and state.

4.02 For the purposes of the Individuals with Disabilities Education Act (IDEA) and these rules and regulations, all public charter schools are responsible for ensuring that the requirements of IDEA are met.

4.03 For the purposes of Section 504 of the Rehabilitation Act and these rules and regulations, all public charter schools are responsible for ensuring that the requirements of Section 504 are met.

5.00 Application Process, Schedule, Forms and Technical Assistance

5.01 A procedure for establishing a public charter school shall be published by the Department of Education at least thirty (30) days prior to the hearing of a charter school application or license request or issue, as approved by the State Board of Education. If all dates and requirements in the procedures for establishing a public charter school are not strictly followed, the State Board may refuse to consider the application for a charter.

5.02 Application forms and other documents needed for the public charter school application process shall be provided by the Department of Education Charter School Office and are attached as "Appendix A" to these Rules and incorporated into these Rules as if fully set forth herein.

5.03 Any requests for technical assistance by a charter applicant shall be made to the Department of Education Charter School Office.

5.04 A public school district is not eligible to apply for an open-enrollment public charter.

6.00 Conversion Public Charter School – Application Approval Procedures

6.01 Each conversion public charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.

6.02 Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a conversion public charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application.

~~6.03 The application shall be reviewed by the local board of the public school district requesting to convert an existing public school to a public charter school. The local board shall vote to approve or disapprove the application and prepare written findings. The results of the vote and the written findings shall be sent to the Department of Education Charter School Office and the applicant. If approved, the application shall be forwarded by the local board to the State Board of Education.~~

~~6.04~~
6.03 A public school application for a conversion public charter school may include, but shall not be limited to, the following purposes:

~~6.04.01~~
6.03.01 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;

~~6.04.02~~
6.03.02 Addressing school improvement status resulting from sanctions listed in Ark. Code Ann. § 6-15-207(c)(8) and 6-15-429(a) and (b); or

~~6.04.03~~
6.04.03 Partnering with other districts or schools to address students' needs in

a geographical location or multiple locations.

7.00 Responsibilities of the State Board of Education – Conversion Public Charter Schools

7.01 The State Board shall not approve a conversion public charter school application from a district that has not been approved by the district's local board.

7.02 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.

7.03 The State Board shall review the applications for proposed public charter schools. The State Board shall vote whether or not to award charters ~~to locally approved applications~~. The State Board may place conditions on the charters it awards.

7.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.

7.05 The decision of the State Board of Education shall be final.

8.00 Open-Enrollment Public Charter School – Application Approval Procedures

8.01 Each open-enrollment public charter applicant must submit to the Department of Education Charter School Office a letter of intent sent by certified mail and received by the Department on or before the established deadline. A copy of the letter of intent shall also be sent by certified mail to each member of the local board of the public school district where the proposed public charter school will be located as well as the local school boards of public school districts in which enrollment is likely to be affected. The letter to each board member shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district or the Department upon request of the ~~petitioner~~ applicant.

8.02 Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a public charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application,

8.03 The application shall be received ~~sent~~ by the established deadline to the local board of the public school district where the proposed public charter school will

be located and received by the Department on or before the established deadline. The applicant shall send the application by certified mail to the Superintendent of the local district. The applicant shall provide the Department of Education with verification that the required notice was sent to the local board. A copy of this same application shall be sent to the Department of Education.

8.04 Each open-enrollment public charter applicant shall send a copy of the application to all public school districts in which enrollment is likely to be affected by the public charter school by the established deadline. The application shall be sent by certified mail to the local school board(s) in care of the Superintendent(s) by the established deadline. Documentation shall be provided to the Department of Education, in the form of copies of certified mail receipts that the applications were sent.

8.05 The board of the public school districts in which enrollment is likely to be affected by the proposed public charter school may review the open-enrollment public charter school application and submit any written findings or statements of the board, signed by the board president, to the Department of Education Charter School Office by an established deadline. The school board shall send a copy of the written findings or statements to the applicant by certified mail. Failure to submit this information will constitute the conclusion that the proposed public charter school will have no impact on the district.

8.06 The local board of the district where the proposed public charter school is to be located shall review the open-enrollment public charter school application. The local board shall vote to approve or disapprove the application and prepare written findings. The results of the vote and the written findings shall be sent by certified mail to the Department of Education Charter School Office and to the public charter school applicant by an established deadline. An affected school district may submit written comments concerning the application to the State Board to be considered at the time of the State Board's review of the application by a deadline to be established by the State Board.

8.07 The applicant for an open-enrollment public charter school whose application is disapproved by the local board shall have the immediate right to proceed with a written notice of appeal to the State Board of Education. To exercise the right to appeal, the applicant must send written notice of appeal to the State Board within ten (10) calendar days after receiving notice of the local board's disapproval of the application for an open-enrollment public charter school. The notice of appeal shall be sent by certified mail to the State Board of Education and to the local board of the district where the proposed public charter school is to be located.

9.00 Responsibilities of the State Board of Education – Open-Enrollment Public Charter Schools

9.01 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. It is recommended that the evaluation form attached to these Rules as "Appendix C" and incorporated into these Rules as if fully set forth herein to be used by the Department in evaluating applications. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review. The State Board of Education may request the Department of Education to contract with outside agencies to provide services concerning the review and evaluation of charter applications.

9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment public charter school.

9.02.01 ~~The local school board and the boards likely to be affected by the proposed public charter school shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the public charter school to the State Board. Following the presentations by the public school district boards of education, the~~ The charter applicant shall have ~~twenty (20) minutes~~ a period of time to be set at the discretion of the State Board as required by Section 5.01 of these Rules to present its arguments to the State Board for approval of the proposed public charter school. The local school board and boards of districts likely to be affected by the proposed public charter school shall have a combined period of time, to be set at the discretion of the State Board, to present the arguments for disapproval of the proposed public charter school to the State Board. The charter applicant shall then have a period of time, to be set at the discretion of the State Board, to respond to the arguments of the local school board and boards of district's likely to be affected by the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.

9.03 The State Board shall review the applications for proposed public charter schools and utilize the same procedures set forth in Section 9.02.01 of these Rules. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.

9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.

9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

10.01 The public charter school application shall include, but is not limited to the following:

10.01.01 educational mission;

10.01.02 educational need;

10.01.03 description of public hearing results;

10.01.04 description of educational plan, which clearly addresses how the public charter school will improve student learning and academic achievement and meet or exceed state goals;

10.01.05 description of governance and organizational structure;

10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority

10.01.07 copies of annual budget and financial plan (including all sources of funding);

10.01.08 establishes the entity has applied for tax exempt status under § 501(c)(3) of the Internal Revenue Code of 1986;

~~10.01.08~~
10.01.09 agreement to provide annual report of progress toward meeting performance goals to parents, community, local board and state board;

~~10.01.09~~
10.01.10 description of admission procedure;

~~10.01.10~~
10.01.11 description of support services;

~~10.01.11~~
10.01.12 identification of regulations, if any, to be waived, with rationale for waiver request;

~~10.01.12~~
10.01.13 school calendar and school day schedule; and

~~10.01.13~~
10.01.14 description of age or grade range of pupils to be enrolled.

10.02 In addition to the requirements identified in ~~s~~Section 10.01 of these Rules, an application for an open-enrollment public charter school shall include, but is not limited to, the following:

10.02.01 specification of period for which the charter or any charter renewal is valid, contingent upon acceptable student performance levels established within the state accountability system;

10.02.02 prohibition of discrimination in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district;

10.02.03 specification of the qualifications to be met by professional employees of the program;

10.02.04 description of budget process;

10.02.05 description of annual audit of financial and programmatic operations, including how the charter school will provide information needed by the public school district in which the charter school is located;

10.02.06 description of facilities to be used and its location including the terms of the facility utilization agreement if the facility for the public charter school is owned or leased from a sectarian organization. All lease agreements by applicants for school facilities shall utilize the Lease Agreement Form attached to these Rules as "Appendix B" and incorporated into these Rules as if fully set forth herein;

10.02.07 description of geographical area, school district or school attendance area to be served by the program;

10.02.08 description of admission and enrollment criteria and student recruitment and selection processes, including provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the public charter school is able to accept; and

10.02.09 a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees.

10.03 Preference for Approval of Open-Enrollment Public Charter~~s~~ Schools

The state board shall give preference in approving an application for ~~a~~ an open-enrollment public charter school to be located in any public school district:

10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;

10.03.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann.§ 6-15-428; or

10.03.3 Where the district has been classified by the Department of Education as in some phase of ~~showing the greatest need for~~ school improvement under Ark. Code Ann.§ 6-15-426 or some phase of fiscal distress under § 6-20-1902 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the state board.

10.04 The state board may grant no more than a total twenty-four (24) charters for open-enrollment public charter schools, a charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in Section 10.05 of these Rules.

~~10.04.1 The State Board's authority to approve the twenty-four (24) charters for open-enrollment status shall be phased in according to the following schedule:~~

10.04.1 An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized pursuant to the provisions of § 6-13-1601 et seq. until after the third year of the administrative reorganization.

~~10.04.1.1 For the 2005-2006 school year, no more than four (4) of such charters may be granted per congressional district in the state;~~

~~10.04.1.2 For the 2006-2007 school year, no more than five (5) of such charters may be granted per congressional district in the state; and~~

~~10.04.1.3 For the 2007-2008 school year, no more than six (6) of such charters may be granted per congressional district in the state.~~

10.05 In accordance with ~~Act 2005 of 2005~~ Ark. Code Ann. § 6-23-304, the Knowledge

Is Power Program instructional program is recognized as an effective method for meeting the statutory purpose and intent of Ark. Code Ann. § 6-23-101 et seq., closing the achievement gap in public schools for economically disadvantaged, racial and ethnic subgroups, Ark. Code Ann. § 6-15-401 et seq. and Ark. Code Ann. § 6-15-1601 et seq., and otherwise providing an alternative, proven, adequate and equitable education to Arkansas students.

10.05.1 Any charter applicant that receives an approved open-enrollment public charter under Section 10.04 of these rules may petition the State Board at any time for a charter school to be opened no earlier than July 1 of the following school year for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas provided that the applicant meets the following conditions, subject to the normal application, review, and approval process of the state board, with the exception that the license request does not have to be initially sent to the local board for its consideration:

10.05.1.1 The approved open-enrollment public charter ~~petitioner~~ applicant ~~is sponsored by and approved by the Knowledge Is Power Program~~ has demonstrated success in student achievement gains, as defined by the state board; and

10.05.1.2 The approved open-enrollment public charter ~~petitioner~~ applicant has not been subject to any disciplinary action by the State Board; has not been classified as in school improvement, academic or fiscal distress; and has not had its open-enrollment public charter placed on probation, suspended or revoked; and

10.05.1.3 The State Board of Education determines in writing by majority of a quorum of the state board present that the open-enrollment public charter ~~petitioner~~ applicant has generally established the educational program results and criteria set forth ~~subdivision~~ in Section 10.05.1 of these rules.

~~10.05.1.4 When approving open-enrollment charter applications, the State Board shall take into consideration successful instructional programs offered by traditional public schools in the jurisdiction where the open-enrollment charter is proposed, so as not to replicate existing effective programs, but to offer alternative methods of delivery to serve students who are currently underserved in the traditional district.~~

10.05.2 The State Board shall consider any such license petition within ninety (90) business days after it receives the petition, utilizing the same procedures set forth in Section 9.02.01 of these Rules.

11.00 Enrollment

11.01 Enrollment for an existing public school converted to a public charter school will be determined in the manner similar to the enrollment procedures for the school district in which the public charter school is located or similar to the enrollment procedures for district magnet schools.

11.02 If more eligible students apply for admission than the public charter school is able to accept, then the public charter school shall create an enrollment process based upon a random anonymous student selection method.

11.03 While a public charter school may operate on a traditional calendar or a year-long calendar, all public charter schools shall begin the school year in the fall.

11.04 Enrollment projections for open-enrollment public charter schools must be based on documentation as of July 1 of the school year.

11.05 An open-enrollment public charter school may allow a preference for children of the founding members of the eligible entity. The number of enrollment preferences granted to the children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school and siblings of students currently enrolled in the school.

11.06 A public charter school may allow the use of a weighted lottery in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation, as permitted by the Charter Schools Program, Title V, Part B, Non-Regulatory Guidance of the United States of the Department of Education, July, 2004.

12.00 Funding

12.01 Funding for Public Charter Schools

12.01.01 An existing public school converted to a public charter school shall receive funds equal to the amount apportioned by the district from state and local revenue per average daily membership.

12.01.02 An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under 6-20-2305 (a) and

(b) as well as any other funding that the public charter school is entitled to receive under law.

12.01.03 The initial funding estimate for an open-enrollment public charter school shall be based upon the enrollment as of July ~~1~~ 30.

12.02 The Department of Education shall establish procedures to ensure that every public charter school receives the Federal funds for which the public charter school is eligible.

12.02.01 The Department of Education shall take such measures as necessary to ensure that a public charter school receives the federal funds for which the school is eligible not later than five (5) months after the public charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in the public charter school are not fully and completely determined until that public charter school actually opens.

12.02.02 The measures shall also ensure that every public charter school expanding its enrollment in any subsequent year of operation receives the federal funding for which the public charter school is eligible not later than five (5) months after such expansion.

12.03 The submission to an annual certified audit as required by Ark. Code Ann. §6-23-101 et seq., shall be made according to Arkansas Law and to the Department of Education fiscal regulations and time lines. Failure to submit such audit in a timely manner shall result in suspension of state aid payments until such audit is received by the Department of Education. The school's fiscal year shall run from July 1 through June 30.

12.04 All open-enrollment public charter schools operated by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code are subject to the same auditing and accounting requirements as any other public school district in the state. ~~an audit of the receipt and expenditure of state financial assistance by the Division of Legislative Audit in accordance with Act 958 of 2001~~.

12.05 An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

13.00 Evaluation, Monitoring and Reporting Requirements of the Public Charter Schools

13.01 The Arkansas Department of Education shall conduct an annual evaluation of all public charter schools, which shall include, but not be limited to, consideration of the following:

13.01.01 student scores under the statewide ~~on~~ assessment ~~instruments~~ program described in § 6-15-433;

13.01.02 student attendance;

13.01.03 student grades;

13.01.04 student discipline incidents

13.01.05 socioeconomic data on students' families;

13.01.06 parent satisfaction with the school;

13.01.07 student satisfaction with the schools;

13.01.08 on-site monitoring of the facility; and

13.01.09 other terms of the school's charter.

13.02 The State Board of Education may require the charter holder to appear before the State Board to discuss the results of the evaluation and to present further information to the State Board as the Department or State Board deems necessary.

13.0~~2~~

13.03 As a condition of its charter, each public charter school is required to provide an annual report to parents, the community and the State Board that details its progress in meeting its academic performance objectives.

13.0~~3~~

13.04 Each public charter school shall participate in the Arkansas Public School Computer Network reporting requirements.

13.0~~4~~

13.05 Each public charter school shall provide to the Department of Education the same data required of other public schools, unless such data requirement is waived by the terms of the charter.

14.00 Basis and Procedure for Public Charter Modification, or Charter School Probation, Revocation, or Denial of Renewal.

14.01 The State Board may modify the charter of a public charter school or it may place a public charter school on probation or revoke its charter or deny renewal of its charter at any time the State Board deems it necessary to do so.

14.02 The State Board shall notify the chief operating officer of the public charter school of the alleged violation of the school's charter or of the offense in question. The notice shall include the State Board's proposed action. The notice shall be delivered by certified mail to the chief operating officer of the public charter school.

14.03 The chief operating officer of the public charter school, on behalf of the charter school, may request, in writing, a hearing before the State Board.

14.04 The State Board shall hold a hearing, if requested, within forty-five (45) calendar days of receipt of the hearing request.

14.05 The hearing shall be held at the location of the regular or special meeting of the State Board of Education.

14.05.01 Notice of the hearing shall be provided to the superintendent and the president of the local school board of the school district where the conversion public charter school is located or to the chief operating officer of the open-enrollment public charter school.

14.05.02 The hearing shall be open to the public.

14.06 The decision of the State Board shall be final.

15.00 Impact on Desegregation Efforts

~~15.01~~ The applicant petitioners for each application for a proposed public charter school must include a written evaluation describing the potential impact on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

~~15.02~~ The local board shall also prepare a written evaluation of the potential impact the proposed public charter school will have on the efforts of the public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. This evaluation shall be forwarded to the State Board.

~~15.03 Each application for a proposed public charter school shall be examined for its effect on the minority and majority percentages of student enrollment in the public school districts within the charter school's proposed population outreach.~~

~~15.04 The Department of Education shall compute the minority and majority percentages of each county's public school population and shall then compute the acceptable range of variance from those percentages for school districts within each county from which the public charter school will receive students.~~

~~15.05 Each application for a proposed public charter school shall be reviewed for its effect on these percentages that may be caused by:~~

~~15.05.01 the proposed public charter school's proposed population range;~~

~~15.05.02 the size of the individual public charter school;~~

~~15.05.03 the type of student population to be served; and~~

~~15.05.04 the proximity of a proposed public charter school to an existing school district under desegregation obligations.~~

~~15.06 Each application for a proposed public charter school shall be reviewed for program and services as compared to the program and service requirements of the districts under the desegregation order.~~

15.03
Technical assistance in this review may be provided by the Department of Education's section on Accountability and its unit on Desegregation Monitoring.

15.04
~~15.07~~ The State Board of Education shall not approve any public charter school which hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or districts in this state.

16.0 Renewal of Charters

16.01 Each open-enrollment public charter schools and conversion public charter school must apply for renewal of its charter prior to expiration on a form prescribed by the Charter School Office, by a deadline set by the Charter School Office.

16.02 A charter may be renewed by the State Board of Education for up to a five (5) year period. The State Board may decide not to renew a charter or to renew a charter for a period less than five years.

17.0 Assets of School as Property of State

17.01 Any holder of a charter for an open-enrollment public charter school must give the Department at least thirty (30) business days' notice of its intent to cease operation as an open-enrollment public charter school to allow the charter holder

and the Department sufficient time to accomplish those items necessary and required to close the charter school.

17.0~~1~~2 Upon dissolution of an open-enrollment public charter school or upon non-renewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest or real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of an open-enrollment charter school.

17.0~~2~~ 3 If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the State Board of Education may require that the property be sold.

17.0~~3~~4 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase. The open-enrollment public charter school will assume sole responsibility of all expenditures at the close of the school.

Arkansas Department of Education
2008-2009 Application Schedule
Schools Planning to Open in 2009-2010

Open-enrollment Public Charter Schools

June 30, 2008*	Deadline for open-enrollment letters of intent to be filed with the ADE.
August 31, 2008*	Deadline for open-enrollment applications to be filed with the ADE, local school board, and other school boards likely to be affected by proposed charter school.
September 30, 2008*	Deadline for local school board where the proposed open-enrollment public charter school will be located to submit to the State Board and the applicant, written conclusions and results of its vote to approve or disapprove the charter application.
September 30, 2008*	Deadline for local boards of school districts likely to be affected by the proposed open-enrollment public charter school to submit any written findings or statements to the SBE.
November/December 2008*	Tentative date for application submitted to the StateBoard of Education. (Pending hearing timelines.)

District Conversion Public Charter Schools

August 31, 2008*	Deadline for conversion and limited charter letters of intent to be filed with the ADE.
October 31, 2008*	Deadline for conversion and limited charter applications to be submitted with letter of support from the school board to the ADE.
January/February 2009*	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

*Note - All information must be received in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. Should the deadline date fall on a weekend, all materials must be submitted no later than 4:00 p.m. the following Monday.

District Conversion Public Charter School
New Application

Deadline for Submission: October 31, 2008

Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
#4 State Capitol Mall, Room 305-B
Little Rock, AR 72201
501.683.5313

Arkansas Department of Education
2008-2009 Application Schedule
District Conversion Public Charter Schools
Planning to Open in 2009-2010

August 31, 2008*	Deadline for conversion and limited charter letters of intent to be filed with the ADE.
October 31, 2008*	Deadline for conversion and limited charter applications to be submitted with letter of support from the school board to the ADE.
January/February 2009*	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

*Note - All information must be received in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For A **District Conversion** Public School Charter

Applicants for district conversion public charter schools are required to send a one (1) page "**Letter of Intent to Apply for a Conversion District Public School Charter**" to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on ~~September 28, 2007~~ August 31, 2008** in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Identify the school district which intends to apply for a charter;
3. Include the contact person's name, full address, daytime telephone number, FAX number, and e-mail address ~~(if applicable~~);
4. Give the name of the school which intends to apply for a charter
5. Give the name of the proposed district conversion charter school;
6. Describe the location of the proposed district conversion charter school;
7. Identify the grade levels of students to be served by the district conversion charter school; and
8. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district for the proposed conversion public charter school should sign the letter.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A CONVERSION PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Proposed Enrollment: _____

Name of School District: _____

Name of Contact Person: _____

Address (no P.O. Box please): _____ City: _____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____

City: _____ ZIP Code: _____

Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____

City: _____ Zip Code: _____

Phone Number: _____ FAX: _____

E-mail: _____

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D. of this application form plus any attachments used to support those responses **cannot exceed 30 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word "required" in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All applicants' attachments should be numbered and clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged**. The responses and all supporting attachments should be prepared/ typed on white, 8 ½" x 11" paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one inch on all sides with page numbers clearly marked.

List of Contents:
The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D. in the prescribed order and numbered accordingly
3. Applicant's attachments (if any) supporting narrative responses
4. A copy of the school's calendar and daily schedule (required)
5. Proposed budget using template provided (required)
6. Proposed salary schedule for both administrative and teaching positions (required)
7. Evidence of parental and community support (~~applicant's attachments~~ required)
8. ~~Letter from the school board president documenting that the application was reviewed and approved at a regular school board meeting (required)~~
9. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. DO NOT STAPLE THE ORIGINAL APPLICATION PAGES OR ANY OF THE ORIGINAL ATTACHMENTS.

In addition to the original unbound copy of the application and all attachments, **please submit: Six (6) bound/stapled copies (no notebooks)**; **One (1) CD copy of the application** in Microsoft Word, WordPerfect, or Adobe Acrobat pdf file.

~~**The deadline for receipt of all application materials is 4:30 p.m. on November 30, 2006.**~~ **All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on October 31, 2008.** Please make sure that applications being submitted by U.S. Mail are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
#4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed conversion public charter, if approved by ~~the local board and~~ the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Ark. Code Ann. §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 30 pages**.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

2. Give the mission statement of the proposed district conversion public charter school.

3. Describe the educational need for the school.

4. Describe the educational program to be offered by the public charter school.

5. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.

6. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.

7. Describe the enrollment criteria and the student selection process. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in Ark. Code Ann. §6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).

8. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

9. Describe the manner in which the school will make provisions for the following student services:
   (A) Guidance Program
   (B) Health Services
   (C) Media Center
   (D) Transportation
   (E) Food Services
   (F) Special Education
   (G) Alternative Education
   (H) Gifted and Talented Program

   Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The <u>public</u> charter school cannot waive the responsibility of providing services for students with disabilities.

10. Provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.

    <u>Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.</u>

12. List the ~~specific~~ provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the ~~specific~~ rules and regulations, including ~~specific~~ sections of the *Standards for ~~Accreditation~~* <u>Rules</u> as allowed, established by the State Board

that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable**. Provide a brief description of the need for each waiver requested.**

13. Describe the potential impact of the proposed district conversion public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

14. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Proposed budget using template as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of parental and community support (required)
- Signed Statement of Assurances Form (required)

Charter School Budget Information

The Budget Template has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school. It is formatted to expedite the application process. Budget revenues must equal or exceed expenses for each school year.

Upon approval of the District Conversion Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget Template is to be used as an estimate of the Revenues and Expenditures associated with the operation of the District Conversion Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget Template:

The "Number of Students" is the number of students expected to be enrolled in the district conversion public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

~~The $5,876.00 should be replaced by the appropriate Foundation Funding per Average Daily Membership including Educational Enhancement Monies.~~ All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon daily membership. On top of the foundation funding amount, which was the amount determined necessary to provide all students with an adequate education public schools also receive "enhancement funding," which allows the state to fund education at an amount above what is required for adequacy. This amount will change each fiscal year. It is calculated in July. For further clarification of student funding please refer to Arkansas Code Annotated § 6-20-2305.

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE's position at 1.00 ~~full-time~~ and 3 part-time FTE's positions at .50 employees: the 5.00 ~~full-time~~ FTE's position equal a total of 5.00 FTE's positions, the 3 part-time .50 FTE's positions equal a total of 1.50 ~~½~~ FTE's positions, for a grand total of 6.50 ~~½~~ FTE's positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

Public Charter School Application
Budget Worksheet / Template

Line#	Revenues	Amount	Total
1	~~Estimated~~ State Public Charter School Aid:		
2	No. of Students (____) x $5,789.00 State Foundation Funding		
3	No. of Students (____) x $39.00 Enhancement Funding		
4	Total State Charter School Aid		$0.00
5			
6	Other Sources of Revenues:		
7	~~Contributions~~ Private Donations or Gifts		
8	~~Grants~~ Federal Grants (List the amount)		
9	~~Gifts~~ Special Grants (List the amount)		
10	Other *(Specifically Describe)*		
11			
12			
13	Total Other Sources of Revenues		$0.00
14			
15	**TOTAL REVENUES**		$0.00
16			
17	**Expenditures**	**Amount**	**Total**
18			
19	Administration:		
20	Salaries: *(No. of Positions___)*		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions___)*		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other *(Describe)*		$0.00

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Substitute Personnel:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			$0.00
If Applicable: Facilities Lease/Purchase (contract for one total year including facility upgrades)			
Please list upgrades:			
If Applicable: Utilities (contract for one total year including facility upgrades)			
IIf Applicable: Insurance (contract for one total year including facility upgrades):			
If Applicable: Property Insurance			
If Applicable: Content Insurance			$0.00
Debt Expenditures:			$0.00
Other Expenditures:			
(Describe)			$0.00
TOTAL EXPENDITURES			$0.00

DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The proposed district conversion public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement, although the charter may provide for the exclusion of a student who has been expelled from another public school district.

3. In accordance with federal and state laws the proposed district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The proposed district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.

6. The proposed district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.

7. The proposed district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.

9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title; and

    (f) Health and safety codes as established by the State Board of Education and local governmental entities.

11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

_____ Date: _____
Signature of Superintendent of School District

_____
Print or type name

District Conversion Public Charter School
2008 Application Checklist

- ❑ Submit one (1) page letter of intent, following the letter of intent guidelines, to ADE Charter School Office by certified mail: Deadline August 31, 2008.

- ❑ Publish the notice of public hearing following these requirements

  A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

  B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point type and shall be no less than two by four inches or four by two inches in size.

  C. The last publication of notice shall be no less than seven days prior to the public meeting.

  D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the public charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

  (The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

  Documentation that these requirements have been met must be included in the charter school application.

- ❑ Conduct the public hearing; include results of the public hearing in the charter school application.

- ❑ Additional check points for the charter application

  - ♦ Responses to section D of the application, including attachments, cannot exceed 30 pages
  - ♦ Sections A and B of the application form are completed
  - ♦ Copy of proposed budget must be included
  - ♦ Copy of the proposed school calendar must be included
  - ♦ Copy of the proposed daily schedule must be included

- ♦ Copy of proposed salary schedule must be included
- ♦ Evidence of parental and community support must be included
- ♦ Signed statement of assurance page must be included

- ❑ Submit final copies of the charter school application to ADE Charter School Office as follows:
  - 1 original copy with original signatures (unbound)
  - 6 copies of the original (bound/stapled, no notebooks)
  - 1 cd copy in either Microsoft Word, WordPerfect, or Adobe Acrobat pdf

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an district conversion public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

District Conversion Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Sponsoring School District:

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:
A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 2 OF APPLICATION: MISSION STATEMENT

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 6 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 8 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 9 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 11 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
    - members of the local board of the public school district where the charter school will be located;
    - the employees of the public school district where the charter school will be located;
    - the sponsor of the charter school; and
    - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 12 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 14 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

ADDITIONAL COMMENTS:

District Conversion Charter School Renewal Application

Deadline for Submission: January 5, 2008

Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education

Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201
501.683.5313

Application Instructions

In accordance with Arkansas Code Annotated § 6-23-101 et. seq., the State Board of Education is authorized to renew charters on a one-year or multiyear basis, not to exceed five (5) years. The State Board of Education may place a charter school on probation or may modify, revoke, or deny renewal of its charter if the state board determines that the persons operating the school: a) committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter; b) failed to satisfy generally accepted accounting standards of fiscal management; or c) failed to comply with this chapter or other applicable law or regulation.

1. This application for renewal must be approved by the governing board of the sponsoring entity prior to being submitted to the State Board of Education for consideration.

2. Attachments should be labeled as indicated in the application and submitted in the prescribed order.

3. Submit one original unbound application and six (6) complete paper copies of the entire document. The original copy must include signatures in blue ink. One copy (less attachment) must also be submitted on a CD in Microsoft Word, WordPerfect, or Adobe Acrobat pdf file. Do not send copies in binders or staple the original application and attachments.

4. List of attachments to be provided:

    a. Documentation that the district's Board of Directors has voted to approve this application for renewal
    b. Copy of the school's 2006-2007 Arkansas Consolidated School Improvement Plan (ACSIP)
    c. Copy of the school's 2006-2007 Standards Assurance Report
    d. Copy of the school's 2006-2007 Special Education Monitoring Report
    e. Copy of the 2006-2007 School Report Card
    f. Copy of the 2006-2007 Equity Compliance Report
    g. Fiscal year 07-08 Cycle 1 Validation Report. If the data comparison indicates a variance outside of stated ranges, that data is highlighted, provide a explanation of the reason for the variance.
    h. June 30, 2007 Detailed Statement of Changes in Fund Balances
    i. November 30, 2007 Detailed Statement of Changes in Fund Balances
    j. June 30, 2007 Summary Revenue Status Report
    k. November 30, 2007 Summary Revenue Status Report
    l. June 30, 2007 Summary Expenditure Status Report
    m. November 30, 2007 Summary Expenditure Status Report
    n. June 30, 2007 Audit, if available
    o. June 30, 2006 Audit, or most recent audit reviewed by the Legislative Joint Auditing Committee. Include all correspondence with the Legislative Joint Auditing Committee.

p. June 30, 2007 Bank Reconciliation report, including corresponding bank statement. If any adjustments were made to the school's books to balance to the bank statement, include a comprehensive description of the adjustments.
q. November 30, 2007 Bank Reconciliation report, including corresponding bank statement. If any adjustments were made to the school's books to balance to the bank statement, include a comprehensive description of the adjustments.

5. Return completed application and all required copies no later than **Wednesday, January 5, 2008** to:

Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Conversion District Charter School Renewal Application

Section I - Contact Information:

School District Name:	
Name of Charter School:	
School LEA #	
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	
Name of Superintendent: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	

Superintendent's Signature _____

Date _____

Section II – Enrollment and Student Demographics:
In the spaces below, please list the total district enrollment, the enrollment of the charter school, grades served by the charter school, and the enrollment of students in the charter by classification requested.

Current District Enrollment (2006-2007): _____

Charter School Enrollment (2006-2007): _____ Grades Served (2006-2007): _____

Charter School Enrollment by Year: 2003-2004_____ 2004-2005_____ 2005-2006_____

Grades Served by Year: 2003-2004_____ 2004-2005 _____ 2005-2006 _____

	Current Charter School Enrollment by Category	Current Percentage of Students Enrolled in Charter School	Current District Enrollment by Category	Percentage of Students Enrolled in District
Special Education				
Gifted & Talented				
Migrant Students				
LEP Students				
African-American				
Asian				
Hispanic				
Native American				
Caucasian				
Free & Reduced Lunch				

Section III – Admissions Policy

In the space provided, describe the methods for applying for admission, enrollment criteria, and student recruitment and selection processes, including the process for the admission of students by a lottery (*A charter school that is over-enrolled must use a random, anonymous student selection process to be eligible to receive federal funds*).

Use additional space as needed

Section IV – Performance Goals

Part A: Original Performance Goals

In the space provided, list each of the school's student academic performance goals contained in the original charter and provide supporting data and narrative documentation of the school's progress in achieving each goal.

Part B: New Performance Goals

In the space provided, list student academic performance goals that the school would like to add to their charter for the next three years and provide data and narrative documentation on how the school will measure progress toward achieving each goal.

Use additional space as needed

Section V – Test Data

On the following pages, provide test data on the students' academic performance on the Benchmark exams, the Stanford Achievement Test, and any other assessment instruments utilized by the charter school. Provide narrative documentation to explain each year's performance and how this supports the charter school's academic goals.

Narrative on Academic Performance Test Data

Use additional space as needed

Benchmark Exams – *(Use Combined Population)*

2005-2006 – Charter School

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
4th Grade Literacy					
4th Grade Mathematics					
6th Grade Literacy					
6th Grade Mathematics					
8th Grade Literacy					
8th Grade Mathematics					
End of Course Exam – Alg. 1					
End of Course Exam – Geometry					
Grade 11 – Literacy Exam					

2005-2006 – District Totals

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
4th Grade Literacy					
4th Grade Mathematics					
6th Grade Literacy					
6th Grade Mathematics					
8th Grade Literacy					
8th Grade Mathematics					
End of Course Exam – Alg. 1					
End of Course Exam – Geometry					
Grade 11 – Literacy Exam					

Benchmark Exams – *(Use Combined Population)*

2006-2007 – Charter School

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
4th Grade Literacy					
4th Grade Mathematics					
6th Grade Literacy					
6th Grade Mathematics					
8th Grade Literacy					
8th Grade Mathematics					
End of Course Exam – Alg. 1					
End of Course Exam – Geometry					
Grade 11 – Literacy Exam					

2006-2007 – District Totals

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
4th Grade Literacy					
4th Grade Mathematics					
6th Grade Literacy					
6th Grade Mathematics					
8th Grade Literacy					
8th Grade Mathematics					
End of Course Exam – Alg. 1					
End of Course Exam – Geometry					
Grade 11 – Literacy Exam					

Iowa Test of Basic Skills – 2005

Kindergarten

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading			
Language			
Math			

Kindergarten – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

1st Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading			
Language			
Math			

1st Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

Iowa Test of Basic Skills – 2005

2nd Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading			
Language			
Math			

2nd Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

3rd Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

3rd Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2005

4th Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

4th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

5th Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

5th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2005

6th Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

6th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

7th Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

7th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2005

8th Grade	Charter School	Local District	State
Subtests	**2005 Percentile Rank**	**2005 Percentile Rank**	**2005 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

8th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

9th Grade	Charter School	Local District	State
Subtests	**2005 Percentile Rank**	**2005 Percentile Rank**	**2005 Percentile Rank**
Reading Comprehension			
Math Concepts & Problem Solving			

9th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Problem Solving					

Iowa Test of Basic Skills – 2006

Kindergarten

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading			
Language			
Math			

Kindergarten – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

1st Grade

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading			
Language			
Math			

1st Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

Iowa Test of Basic Skills – 2006

2nd Grade

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading			
Language			
Math			

2nd Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

3rd Grade

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

3rd Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2006

4th Grade	Charter School	Local District	State
Subtests	**2006 Percentile Rank**	**2006 Percentile Rank**	**2006 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

4th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

5th Grade	Charter School	Local District	State
Subtests	**2006 Percentile Rank**	**2006 Percentile Rank**	**2006 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

5th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2006

6th Grade

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

6th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

7th Grade

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

7th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2006

8th Grade	Charter School	Local District	State
Subtests	**2006 Percentile Rank**	**2006 Percentile Rank**	**2006 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

8th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

9th Grade	Charter School	Local District	State
Subtests	**2006 Percentile Rank**	**2006 Percentile Rank**	**2006 Percentile Rank**
Reading Comprehension			
Math Concepts & Problem Solving			

9th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Problem Solving					

Iowa Test of Basic Skills – 2007

Kindergarten

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading			
Language			
Math			

Kindergarten – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

1st Grade

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading			
Language			
Math			

1st Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

Iowa Test of Basic Skills – 2007

2nd Grade

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading			
Language			
Math			

2nd Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

3rd Grade

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

3rd Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2007

4th Grade

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

4th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

5th Grade

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

5th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2007

6th Grade

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

6th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

7th Grade

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

7th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2007

8th Grade	Charter School	Local District	State
Subtests	**2007 Percentile Rank**	**2007 Percentile Rank**	**2007 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

8th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

9th Grade	Charter School	Local District	State
Subtests	**2007 Percentile Rank**	**2007 Percentile Rank**	**2007 Percentile Rank**
Reading Comprehension			
Math Concepts & Problem Solving			

9th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Problem Solving					

Other Assessments Used:
Provide data and supportive narrative on other assessments, if any, used to measure student academic performance at the charter school.

Use additional space as needed

Section VI – Waivers

Part A: Original Waivers

In the space provided, *list* each waiver contained in the original charter.

Part B: New Waivers

In the space provided, *list* additional waivers from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the *Standards for Accreditation* that the school would like to add to their charter for the next three years. Please provide rationale supporting the need for the additional waivers.

Part C: Waivers To Be Rescinded

In the space provided, *list* any waivers from the original charter that the school would like to have deleted. If no waivers are listed, the school will be required to follow all waivers listed on both the original and renewal charter documentation.

Use additional space as needed

Section VII – Requested Amendments
Identify any requested amendments to the original charter including, but not limited to, the following:

A) Grade levels to be served and/or enrollment. Provide rationale.

B) Changes to the educational program offered.

C) Other

Use additional space as needed

Section VIII – Attachments

A. Documentation that the district's Board of Directors has voted to approve this application for renewal *(i.e. board minutes, agenda)*
B. Copy of the school's 2006-2007 Arkansas Consolidated School Improvement Plan (ACSIP)
C. Copy of the school's 2006-2007 Standards Assurance Report
D. Copy of the school's 2006-2007 Special Education Monitoring Report
E. Copy of the 2006-2007 School Report Card
F. Copy of the 2006-2007 Equity Compliance Report
G. Fiscal year 07-08 Cycle 1 Validation Report. If the data comparison indicates a variance outside of stated ranges, that data is highlighted, provide a explanation of the reason for the variance.
H. June 30, 2007 Detailed Statement of Changes in Fund Balances
I. November 30, 2007 Detailed Statement of Changes in Fund Balances
J. June 30, 2007 Summary Revenue Status Report
K. November 30, 2007 Summary Revenue Status Report
L. June 30, 2007 Summary Expenditure Status Report
M. November 30, 2007 Summary Expenditure Status Report
N. June 30, 2007 Audit, if available
O. June 30, 2006 Audit, or most recent audit reviewed by the Legislative Joint Auditing Committee. Include all correspondence with the Legislative Joint Auditing Committee.
P. June 30, 2007 Bank Reconciliation report, including corresponding bank statement. If any adjustments were made to the school's books to balance to the bank statement, include a comprehensive description of the adjustments.
Q. November 30, 2007 Bank Reconciliation report, including corresponding bank statement. If any adjustments were made to the school's books to balance to the bank statement, include a comprehensive description of the adjustments.

Open-Enrollment Public Charter School
New Application

Deadline for Submission: August 31, 2008

Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
#4 State Capitol Mall, Room 305-B
Little Rock, AR 72201
501.683.5313

Arkansas Department of Education
2008-2009 Application Schedule
Open-enrollment Public Charter Schools
Planning to Open in 2009-2010

June 30, 2008*	Deadline for open-enrollment letters of intent to be filed with the ADE.
August 31, 2008*	Deadline for open-enrollment applications to be filed with the ADE, local school board, and other school boards likely to be affected by proposed charter school.
September 30, 2008*	Deadline for local school board where the proposed open-enrollment public charter school will be located to submit to the State Board and the applicant, written conclusions and results of its vote to approve or disapprove the charter application.
September 30, 2008*	Deadline for local boards of school districts likely to be affected by the proposed open-enrollment public charter school to submit any written findings or statements to the SBE.
November/December 2008*	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

*Note - All information must be received in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For An **Open-Enrollment** Public School Charter

Applicants for open-enrollment public charter schools are required to send a one (1) page "**Letter of Intent to Apply for an Open-Enrollment Public School Charter**" to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on June 30, 2008** in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Include the name of the eligible entity which intends to apply for a charter. If a not for profit, specify name on the 501 (c) (3) and 501 (c) (3) status.
3. Include the contact person's name, full address, daytime telephone number, FAX number, and e-mail address; ~~(if applicable);~~
4. ~~List the Arkansas Congressional District Number in which the school is planned to be located;~~
5. Give a description of the eligible entity which will be proposing the charter;
6. Give the name of the proposed open-enrollment public charter school;
7. Describe the location of the proposed open-enrollment public charter school;
8. Identify the grade levels of students to be served by the open-enrollment public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The contact person for the proposed open-enrollment public charter school ~~should~~ shall sign the letter.

A copy of the letter of intent must be sent via certified mail to the Board of Directors of the public school district where the proposed public charter school will be located.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School:_____

Grade Level(s) for the School: _____ Proposed Enrollment:_____

Name of Sponsoring Entity:_____

The applicant is an "eligible entity" under the following category (check one):

a public institution of higher education;

a private nonsectarian institution of higher education;

a governmental entity; or

an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person:_____

Address (no P.O. Box please): _____ City:_____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____ City: _____

ZIP: _____ ~~Arkansas Congressional District in which Located~~ _____

Date of Proposed Opening: _____

Chief Operating Officer
of Proposed Charter: _____Title: _____

Address: _____ City:_____

ZIP Code: _____ Daytime Telephone Number: _____

The proposed charter will be located in the _____School District.

List the current K-12 student enrollment of the district where the proposed public charter school will be located.

_____ (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets if necessary).

_____ _____ _____

_____ _____ _____

_____ _____ _____

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(Use additional sheets as necessary.)

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D of this application form including any attachments used to support those responses **cannot exceed 60 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word "required" in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All attachments should be numbered and clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged**. The responses and all supporting attachments should be prepared/ typed on white, 8 ½" x 11" paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one (1) inch on all sides with page numbers clearly marked.

List of Contents:
The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below**:

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D in the prescribed order and numbered accordingly
3. Applicant's attachments (if any) supporting narrative responses
4. A copy of the school's calendar and daily schedule (required)
5. Facility use agreement (required)
6. Proposed budget using template provided (required)
7. Proposed salary schedule for both administrative and teaching positions (required)
8. Evidence of status as eligible entity (required)
9. Evidence of parental and community support (~~applicant's attachments~~ required)
10. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. DO NOT STAPLE THE ORIGINAL APPLICATION PAGES NOR ANY OF THE ORIGINAL ATTACHMENTS.

In addition to the original unbound copy of the application and all attachments, **please submit: Six (6) bound/stapled copies (no notebooks)**; **One (1) CD copy of the application** in Microsoft Word, WordPerfect, or Adobe Acrobat pdf file.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on August 29, 2008. Please make sure that applications being submitted by U.S. Mail are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Ark. Code Ann. §6-23-101 et seq, the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 60 pages**.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment public charter school. Provide copies of any supporting evidence received.

2. Provide documentation that each of the following requirements of Ark. Code Ann. §6-23-302 were met:

   A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

   B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point ~~size~~ type and shall be no less than two by four inches or four by two inches in size.

   C. The last publication date of the notice shall be no less than seven days prior to the public meeting.

   D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

   (*The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district or the Department of Education upon the request of the applicant.)*

3. Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school.

4. Give the mission statement for the proposed open-enrollment public charter school.

5. Describe the educational need for the school.

6. Describe the educational program to be offered by the public charter school.

7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.

8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.

9. Describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment public charter school.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules), Section 7.04.2 ~~Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2~~.)*

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter, except as allowed for in Code Ann. §6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

13. Explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted.

15. Provide a statement that the public charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

16. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

    Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

    (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,

    (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,

    (3) The eligible entity sponsoring the open-enrollment public charter school, or

    (4) Employees/directors/administrators of the proposed open-enrollment public charter school.

    Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

17. Describe the manner in which the school will make provisions for the following student services:
    A) Guidance Program
    B) Health Services
    C) Media Center
    D) Transportation
    E) Special Education
    F) Alternative Education
    G) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

18. Describe the manner in which the school will make provisions for food services. Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

~~18~~.

19. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

~~19~~.

20. List the ~~specific~~ provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the ~~specific~~ State Board of Education rules, including ~~specific~~ sections of the *Standards for ~~Accreditation~~* Rules as allowed, established by the State Board that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable**. Provide a brief description of the need for each waiver requested.**

~~20~~.

21. Describe the potential impact of the proposed open-enrollment public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Evidence of parental and community support (applicant's attachments)
- Signed Statement of Assurances Form (required)
- Lease Agreement as provided (required)

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): _____

Lessee (Tenant): _____

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility and use for prior three (3) years:

_____

_____

Premises: _____
address

_____
square footage

Terms of Lease: _____

Rental Amount: _____

Contingency: The terms of this agreement are contingent upon

_____(sponsoring entity)
receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2008.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:	Lessor:
_____	_____
By _____	By_____
Date_____	Date _____

Charter School Budget Information

The Budget Template has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school. It is formatted to expedite the application process. Budget revenues must equal or exceed expenses for each school year.

Upon approval of the Open-Enrollment Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget Template is to be used as an estimate of the Revenues and Expenditures associated with the operation of the Open-Enrollment Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget Template:

The "Number of Students" is the number of students expected to be enrolled in the open-enrollment public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

~~The $5,876.00 should be replaced by the appropriate Foundation Funding per Average Daily Membership including Educational Enhancement Monies.~~ All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon daily membership. On top of the foundation funding amount, which was the amount determined necessary to provide all students with an adequate education public schools also receive "enhancement funding," which allows the state to fund education at an amount above what is required for adequacy. This amount will change each fiscal year. It is calculated in July. For further clarification of student funding please refer to Arkansas Code Annotated § 6-20-2305.

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE's position at 1.00 ~~full-time~~ and 3 part-time FTE's positions at .50 employees: the 5.00 ~~full-time~~ FTE's position equal a total of 5.00 FTE's positions, the 3 part-time .50 FTE's positions equal a total of 1.50 ~~½~~ FTE's positions, for a grand total of 6.50 ~~½~~ FTE's positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

Public Charter School Application
Budget Worksheet / Template

Line#	Revenues	Amount	Total
1	~~Estimated~~ State Public Charter School Aid:		
2	No. of Students (____) x $5,789.00 State Foundation Funding		
3	No. of Students (____) x $36.00 Enhancement Funding		
4	Total State Charter School Aid		$0.00
5			
6	Other Sources of Revenues:		
7	~~Contributions~~ Private Donations or Gifts		
8	~~Grants~~ Federal Grants (List the amount)		
9	~~Gifts~~ Special Grants (List the amount)		
10	Other *(Specifically Describe)*		
11			
12			
13	Total Other Sources of Revenues		$0.00
14			
15	**TOTAL REVENUES**		$0.00
16			
17	**Expenditures**	**Amount**	**Total**
18			
19	Administration:		
20	Salaries: *(No. of Positions___)*		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions___)*		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other *(Describe)*		$0.00

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Substitute Personnel:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			$0.00
Facilities:			
Lease/Purchase (contract for one total year including facility upgrades)			
Please list upgrades:			
Utilities (contract for one total year including facility upgrades)			
Insurance (contract for one total year including facility upgrades):			
Property Insurance			
Content Insurance			$0.00
Debt Expenditures:			$0.00
Other Expenditures:			
(Describe)			$0.00
TOTAL EXPENDITURES			$0.00

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Chief Operating Officer of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.

2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.

3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.

5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Ann. § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.

7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.

9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.

10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.

13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title; and

    (f) Health and safety codes as established by the State Board of Education and local governmental entities.

14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. In the case of school closure, property bought with state funds may be sold if required by the State Board of Education. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

_____ Date: _____
Signature of Chief Operating Officer of the School

_____
Print or type name

Open-Enrollment Public Charter School
2008 Application Checklist

- ❑ Submit one (1) page letter of intent by certified mail, following the letter of intent guidelines to ADE Charter School Office. ~~by certified mail~~ Letter of intent must be received by the Charter School Office no later than 4:00 p.m, June 30, 2008.

- ❑ Submit copy of letter of intent to superintendent of local district by certified mail. Letter of intent must be received by the local district no later than 4:00 p.m, June 30, 2008. Provide verification in the form of certified mail receipts and a copy of the letter to ADE Charter School Office.

- ❑ Publish the notice of public hearing following these requirements

  A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

  B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point ~~size~~ type and shall be no less than two by four inches ~~in size~~ or four by two inches in size.

  C. The last publication of notice shall be no less than seven days prior to the public meeting.

  D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the public charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

     (The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

     Documentation that these requirements have been met must be included in the charter school application.

- ❑ Conduct the public hearing; include results of the public hearing in the charter school application.

- ❑ Additional check points for the charter application

    - ♦ Responses to section D of the application, including attachments, cannot exceed 60 pages
    - ♦ Sections A and B of the application form are completed
    - ♦ Facilities utilization agreement must be included along with lease agreement (Form Exhibit B)
    - ♦ Copy of proposed budget must be included
    - ♦ Copy of the proposed school calendar must be included
    - ♦ Copy of the proposed daily schedule must be included
    - ♦ Copy of proposed salary schedule must be included
    - ♦ Documentation of status as eligible entity must be included
    - ♦ Evidence of parental and community support
    - ♦ Signed statement of assurance page must be included

- ❑ Submit final copies of the charter school application to ADE Charter School Office as follows:
    - o 1 original copy with original signatures (unbound)
    - o 6 copies of the original (bound/stapled, no notebooks)
    - o 1 cd copy in either Microsoft Word, WordPerfect, or Adobe Acrobat pdf

- ❑ Submit final copy of the charter school application to the local school board by date certified mail to the attention of the superintendent – provide verification in the form of certified mail receipts and a copy of the letter to ADE Charter School Office (can be included in application's attachments).

- ❑ Submit copies of charter school application to the school board of all school districts to be affected by the proposed charter school by certified mail to the attention of the superintendents – provide verification in the form of certified mail receipts and a copy of the letter to ADE Charter School Office (can be included in application's attachments).

- ❑ If the local school board denies the application for an open-enrollment public charter school and the applicant intends to appeal the decision, a letter of appeal by certified mail must be submitted to the ADE Charter School Office within ten (10) days of receiving official notification of the local board's decision.

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an open-enrollment public charter school. ~~The State Board of Education may not review an application that fails to meet all of the established requirements.~~ Contact the ADE Charter School Office for questions and for assistance with developing the application.

LEASE AGREEMENT

This Agreement, made this _____ day of _____, between _____, whose address is _____ (the Lessor) and _____, whose address is _____, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in _____ County, Arkansas:

(DESCRIPTION)

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on _____, and shall extend for a term of _____ [years] [months], ending at midnight on _____. [Note: If the lease is a periodic tenancy, rather than an estate for years, these provisions will have to be altered accordingly.]

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of $_____, payable in _____ equal [monthly] installments of $ _____ each, to be paid in advance on the first day of _____, and on the first day of each and every [month] thereafter during the term of this lease.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenantable condition. If Lessee is deprived of the use of [a substantial portion] [more than _____ percent] of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return

the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. [Lessor] [Lessee] shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year.

8. Use. Lessee agrees to use the leased premises for the purpose of operating _____ and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at _____. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at _____. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of [thirty (30) days], or as to any other covenant herein provided for more than [thirty (30) days] after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within [thirty (30) days] after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the vent of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month

paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenantable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. [Lessee] shall maintain, at [Lessee's] expense, fire, hazard and extended coverage insurance, [including plate glass insurance,] in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to [Lessor] prior to the inception of this lease. [Lessee] shall reimburse [Lessor] for the premiums paid for such insurance upon receipt of notice of the amount due, if [Lessor] is required to pay such premiums.

17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on [his, its] property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. Liability Insurance. Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than _____ per person, _____ per accident, and _____ for property damage. The policy representing such insurance shall name Lessor, [its successor, or his heirs] and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, [its successors, or his heirs] or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee [approved by the Public Words Department].

22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the

property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 7 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 7 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

29. Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or

subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

[List Addresses]

34. Release of Dower: The undersigned, wife of Lessor herein, does hereby release and relinquish unto Lessee, for the term hereof and any extension thereof, all rights of dower and homestead which she has in the leasehold estate conveyed hereby to Lessee.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this _____ day of _____.

_____
Lessor

_____
[Wife of Lessor]

_____
Lessee

[ACKNOWLEDGMENT]

_____

THIS AGREEMENT made between _____ (the Lessor) and _____ (the Lessee), WITNESSETH:

For and in consideration of the covenants and agreements hereinafter contained, Lessor does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the following described premises in the City of _____, County of _____, State of Arkansas:

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

Open-Enrollment Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Eligible entity status:
☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☐ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Pending/ Approved

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:
A response that meets the standard will guarantee that:
- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced budget that accurately reflects the revenue currently available to the school and expenditures for program implementation.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
    - members of the local board of the public school district where the charter school will be located;
    - the employees of the public school district where the charter school will be located;
    - the sponsor of the charter school; and
    - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 17 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 18 OF APPLICATION: STUDENT SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 19 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 20 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 21 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

ADDITIONAL COMMENTS:

Open Enrollment Charter School Renewal Application

Deadline for Submission: January 5, 2008

Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education

Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201
501.683.5313

Application Instructions

In accordance with Arkansas Code Annotated § 6-23-101 et. seq., the State Board of Education is authorized to renew charters on a one-year or multiyear basis, not to exceed three (3) years. The State Board of Education may place a charter school on probation or may modify, revoke, or deny renewal of its charter if the state board determines that the persons operating the school: a) committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter; b) failed to satisfy generally accepted accounting standards of fiscal management; or c) failed to comply with this chapter or other applicable law or regulation.

1. This application for renewal must be approved by the governing board of the sponsoring entity prior to being submitted to the State Board of Education for consideration.

2. Attachments should be labeled as indicated in the application and submitted in the prescribed order.

3. ~~Submit ten (10) complete paper copies of the entire document. The original copy must include signatures in blue ink. One copy (less attachments) must also be submitted on a 3.5 inch diskette. Do not send copies in binders.~~ Submit one original unbound application and six (6) complete paper copies of the entire document. The original copy must include signatures in blue ink. One copy (less attachment) must also be submitted on a CD in Microsoft Word, WordPerfect, or Adobe Acrobat pdf file. Do not send copies in binders or staple the original application and attachments.

4. List of attachments to be provided:

    a. Documentation that the governing board of the sponsoring entity has voted to approve this application for renewal
    b. Copy of the school's 2006-2007 Arkansas Consolidated School Improvement Plan (ACSIP)
    c. Copy of the school's 2006-2007 Standards Assurance Report
    d. Copy of the school's 2006-2007 Special Education Monitoring Report
    e. Copy of the 2006-2007 School Report Card
    f. Copy of the 2006-2007 Equity Compliance Report
    g. Fiscal year 07-08 Cycle 1 Validation Report. If the data comparison indicates a variance outside of stated ranges, that data is highlighted, provide a explanation of the reason for the variance.
    h. June 30, 2007 Detailed Statement of Changes in Fund Balances
    i. November 30, 2007 Detailed Statement of Changes in Fund Balances
    j. June 30, 2007 Summary Revenue Status Report
    k. November 30, 2007 Summary Revenue Status Report
    l. June 30, 2007 Summary Expenditure Status Report
    m. November 30, 2007 Summary Expenditure Status Report
    n. June 30, 2007 Audit, if available
    o. June 30, 2006 Audit, or most recent audit reviewed by the Legislative Joint Auditing Committee. Include all correspondence with the Legislative Joint Auditing Committee.

p. June 30, 2007 Bank Reconciliation report, including corresponding bank statement. If any adjustments were made to the school's books to balance to the bank statement, include a comprehensive description of the adjustments.
q. November 30, 2007 Bank Reconciliation report, including corresponding bank statement. If any adjustments were made to the school's books to balance to the bank statement, include a comprehensive description of the adjustments.

5. Return completed application and all required copies no later than **Wednesday, January 5, 2008** to:

Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Open-Enrollment Public Charter School Renewal Application

Section I - Contact Information

Sponsoring Entity:	
Name of Charter School:	
School LEA #	
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	

Board Chairman's Signature _____

Date _____

Section II – Composition of Governing Board and Relationships to School Employees
In the space below, provide the name of each Board member and indicate if her or she is related to any school employees. Describe the relationship (e.g., spouse, parent, sibling) and employees' job titles, where applicable.

Board Member's Name and Contact Information	Related to Employee(s)? ("No" or describe.)	Employee Job Title

Use additional pages as needed

Section III – Enrollment and Student Demographics
In the spaces below, please list the enrollment of the charter school, grades served by the charter school, and the enrollment of students in the charter and in the surrounding district by classification requested.

Current Enrollment (2006-2007): _____ Grades Served (2006-2007):_____

Charter School Enrollment by Year: 2002-03___ 2003-04____ 2004-05____ 2005-06____

Grades Served by Year: 2002-2003 _____ 2003-2004 _____ 2004-2005 _____ 2005-06_____

	Current Charter School Enrollment by Category	Current Percentage of Students Enrolled in Charter School	Enrollment for Local District by Category	Percentage of Students Enrolled in Local District
Special Education				
Gifted & Talented				
Migrant Students				
LEP Students				
African-American				
Asian				
Hispanic				
Native American				
Caucasian				
Free & Reduced Lunch				

Section IV – Admissions Policy

In the space provided, describe the methods for applying for admission, enrollment criteria, and student recruitment and selection processes, including the process for the admission of students by a lottery (*A charter school that is over-enrolled must use a random, anonymous student selection process to be eligible to receive federal funds).*

Section V – Performance Goals

Part A: Original Performance Goals

In the space provided, *list* each of the school's student academic performance goals contained in the original charter and provide supporting data and narrative documentation of the school's progress in achieving each goal.

Part B: New Performance Goals

In the space provided, *list* student academic performance goals that the school would like to add to their charter for the next three years and provide data and narrative documentation on how the school will measure progress toward achieving each goal.

Use additional space as needed

Section VI – Test Data

On the following pages, provide test data on the students' academic performance on the Benchmark exams, the Stanford Achievement Test, and any other assessment instruments utilized by the charter school. Provide narrative documentation to explain each year's performance and how this supports the charter school's academic goals.

Narrative on Academic Performance Test Data

Use additional space as needed

Benchmark Exams – ***(Use Combined Population)***

2005-2006 – Charter School

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
3rd Grade Literacy					
3rd Grade Mathematics					
4th Grade Literacy					
4th Grade Mathematics					
6th Grade Literacy					
6th Grade Mathematics					
8th Grade Literacy					
8th Grade Mathematics					
End of Course Exam – Alg. 1					
End of Course Exam – Geometry					
Grade 11 – Literacy Exam					

Benchmark Exams – ***(Use Combined Population)***

2005-2006 – Local District

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
3rd Grade Literacy					
3rd Grade Mathematics					
4th Grade Literacy					
4th Grade Mathematics					
6th Grade Literacy					
6th Grade Mathematics					
8th Grade Literacy					
8th Grade Mathematics					
End of Course Exam – Alg. 1					
End of Course Exam – Geometry					
Grade 11 – Literacy Exam					

Benchmark Exams – ***(Use Combined Population)***

2006-2007 – Charter School

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
3rd Grade Literacy					
3rd Grade Mathematics					
4th Grade Literacy					
4th Grade Mathematics					
6th Grade Literacy					
6th Grade Mathematics					
8th Grade Literacy					
8th Grade Mathematics					
End of Course Exam – Alg. 1					
End of Course Exam – Geometry					
Grade 11 – Literacy Exam					

Benchmark Exams – ***(Use Combined Population)***

2006-2007 – Local District

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
3rd Grade Literacy					
3rd Grade Mathematics					
4th Grade Literacy					
4th Grade Mathematics					
6th Grade Literacy					
6th Grade Mathematics					
8th Grade Literacy					
8th Grade Mathematics					
End of Course Exam – Alg. 1					
End of Course Exam – Geometry					
Grade 11 – Literacy Exam					

Iowa Test of Basic Skills – 2005

Kindergarten

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading			
Language			
Math			

Kindergarten – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

1st Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading			
Language			
Math			

1st Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

Iowa Test of Basic Skills – 2005

2nd Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading			
Language			
Math			

2nd Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

3rd Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

3rd Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2005

4th Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

4th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

5th Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

5th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2005

6th Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

6th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

7th Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

7th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2005

8th Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

8th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

9th Grade

Subtests	Charter School 2005 Percentile Rank	Local District 2005 Percentile Rank	State 2005 Percentile Rank
Reading Comprehension			
Math Concepts & Problem Solving			

9th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Problem Solving					

Iowa Test of Basic Skills – 2006

Kindergarten

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading			
Language			
Math			

Kindergarten – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

1st Grade

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading			
Language			
Math			

1st Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

Iowa Test of Basic Skills – 2006

2nd Grade

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading			
Language			
Math			

2nd Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

3rd Grade

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

3rd Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2006

4th Grade

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

4th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

5th Grade

Subtests	Charter School 2006 Percentile Rank	Local District 2006 Percentile Rank	State 2006 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

5th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2006

6th Grade	Charter School	Local District	State
Subtests	**2006 Percentile Rank**	**2006 Percentile Rank**	**2006 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

6th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

7th Grade	Charter School	Local District	State
Subtests	**2006 Percentile Rank**	**2006 Percentile Rank**	**2006 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

7th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2006

8th Grade	Charter School	Local District	State
Subtests	**2006 Percentile Rank**	**2006 Percentile Rank**	**2006 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

8th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

9th Grade	Charter School	Local District	State
Subtests	**2006 Percentile Rank**	**2006 Percentile Rank**	**2006 Percentile Rank**
Reading Comprehension			
Math Concepts & Problem Solving			

9th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Problem Solving					

Iowa Test of Basic Skills – 2007

Kindergarten

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading			
Language			
Math			

Kindergarten – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

1st Grade

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading			
Language			
Math			

1st Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

Iowa Test of Basic Skills – 2007

2nd Grade	Charter School	Local District	State
Subtests	**2007 Percentile Rank**	**2007 Percentile Rank**	**2007 Percentile Rank**
Reading			
Language			
Math			

2nd Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading					
Language					
Math					

3rd Grade	Charter School	Local District	State
Subtests	**2007 Percentile Rank**	**2007 Percentile Rank**	**2007 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

3rd Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2007

4th Grade

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving & Data Interpretation			

4th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

5th Grade

Subtests	Charter School 2007 Percentile Rank	Local District 2007 Percentile Rank	State 2007 Percentile Rank
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

5th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2007

6th Grade	Charter School	Local District	State
Subtests	**2007 Percentile Rank**	**2007 Percentile Rank**	**2007 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

6th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

7th Grade	Charter School	Local District	State
Subtests	**2007 Percentile Rank**	**2007 Percentile Rank**	**2007 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

7th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

Iowa Test of Basic Skills – 2007

8th Grade	Charter School	Local District	State
Subtests	**2007 Percentile Rank**	**2007 Percentile Rank**	**2007 Percentile Rank**
Reading Comprehension			
Math Concepts & Estimation.			
Problem Solving. & Data Interpretation			

8th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Estimation.					
Problem Solving. & Data Interpretation					

9th Grade	Charter School	Local District	State
Subtests	**2007 Percentile Rank**	**2007 Percentile Rank**	**2007 Percentile Rank**
Reading Comprehension			
Math Concepts & Problem Solving			

9th Grade – Iowa Test of Basic Skills 2007 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Reading Comprehension					
Math Concepts & Problem Solving					

Other Assessments Used:
Provide data and supportive narrative on other assessments, if any, used to measure student academic performance at the charter school.

Use additional space as needed

Section VII – Waivers

Part A: Original Waivers

In the space provided, *list* each waiver contained in the original charter.

Part B: New Waivers

In the space provided, *list* additional waivers from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the *Standards for Accreditation* that the school would like to add to their charter for the next three years. Please provide rationale supporting the need for the additional waivers.

Part C: Waivers To Be Rescinded

In the space provided, *list* any waivers from the original charter that the school would like to have deleted. If no waivers are listed, the school will be required to follow all waivers listed on both the original and renewal charter documentation.

Use additional space as needed

Section VIII – Requested Amendments
Identify any requested amendments to the original charter including, but not limited to, the following:

A) Grade levels to be served and/or enrollment. Provide rationale.

B) Changes to the educational program offered.

C) Other

Use additional space as needed

Section IX – Attachments

A. Documentation that the governing board of the sponsoring entity has voted to approve this application for renewal *(i.e. board minutes, agenda)*
B. Copy of the school's 2006-2007 Arkansas Consolidated School Improvement Plan (ACSIP)
C. Copy of the school's most recent Special Education Monitoring Report
D. Copy of the 2006-2007 School Report Card
E. Copy of the 2006-2007 Equity Compliance Report
F. Copy of the most recent financial audit report.
G. Fiscal year 07-08 Cycle 1 Validation Report. If the data comparison indicates a variance outside of stated ranges, that data is highlighted, provide a explanation of the reason for the variance.
H. June 30, 2007 Detailed Statement of Changes in Fund Balances
I. November 30, 2007 Detailed Statement of Changes in Fund Balances
J. June 30, 2007 Summary Revenue Status Report
K. November 30, 2007 Summary Revenue Status Report
L. June 30, 2007 Summary Expenditure Status Report
M. November 30, 2007 Summary Expenditure Status Report
N. June 30, 2007 Audit, if available
O. June 30, 2006 Audit, or most recent audit reviewed by the Legislative Joint Auditing Committee. Include all correspondence with the Legislative Joint Auditing Committee.
P. June 30, 2007 Bank Reconciliation report, including corresponding bank statement. If any adjustments were made to the school's books to balance to the bank statement, include a comprehensive description of the adjustments.
Q. November 30, 2007 Bank Reconciliation report, including corresponding bank statement. If any adjustments were made to the school's books to balance to the bank statement, include a comprehensive description of the adjustments.

Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 15, 2007

Jacqueline Mills
P.O. Box 301
Helena, AR 72342

Re: Notice of Consideration/State Board Meeting
Perkins Academy of Fine Arts

Dear Charter Applicant and Affected School District(s):

The consideration of your charter application by the State Board of Education (State Board) will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

RECEIVED
OCT 16 2007
CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts

Superintendent Gary Compton, Bentonville School District
School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
Superintendent Alvin Lievsay, Huntsville School District
School Board President Dale Phillips, Huntsville School District
Superintendent Wayne Thompson, Lee County School District
School Board President Pearlethe Collins, Lee County School District
Superintendent Frank Holman, Lincoln School District
School Board President Gary Morris, Lincoln School District
Interim Superintendent Linda Watson, Little Rock School District
School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
School Board President Michael Williams, Marvell School District

Superintendent Barry Scott, McCrory School District
School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
School Board President Trent Cox, North Little Rock School District
Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
Superintendent Don Collins, Palestine-Wheatley School District
School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
School Board President Tyrus R. Reed, Prairie Grove School District
Superintendent James Sharpe, Pulaski County Special School District
School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

ARKANSAS STATE BOARD OF EDUCATION
POLICY OF PROCEDURES FOR HEARING
CHARTER SCHOOL APPEALS AND APPLICATIONS

1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the proposed charter school to the State Board.

2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school.

3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.

4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Fair Chance Community Development
P.O. Box 301
Helena, AR 72342
(T) 870-338-3990
(F) 870-817-0027

RECEIVED
OCT 22 2007
CHARTER SCHOOL OFFICE

Via Certified Mail

Friday, October 18, 2007

Arkansas State Board of Education
Dr. Mary Ann Brown, Charter Office Director
#4 Capitol Mall
Little Rock, AR 72201

RE: Notice of Appeal

Dear Ladies and Gentlemen of the State Board of Education:

Fair Chance Community Development, Inc. has filed an application to establish an open-enrollment charter school ("Perkins Academy of Fine Arts") within the Helena-West Helena School District. The Helena-West Helena School District has now filed its objection. Please accept this letter as Fair Chance Community Development's written notice of appeal.

According to Ark. Law, the purpose of the Arkansas Charter Schools is to:

- **Improve student learning;**
- **Increase learning opportunities;**
- **Encourage different and innovative teaching methods;**
- **Create new professional opportunities for teachers (including the opportunity to be responsible for the learning program at the school);**
- **Provide parents and pupils with choices;**
- **Hold the charter schools established accountable for meeting measurable student achievement standards**

Fair Chance Community Development has timely submitted its application in strict compliance with all statutory and regulatory requirements. Fair Chance's application sets forth an educational scheme addressing every purpose set forth in the legislative intent section of the Act. Nonetheless, Helena-West Helena School District opposes the application.

Under the Arkansas Department of Education Rules and Regulations Governing Charter Schools, "the local board shall vote to approve or disapprove the application and prepare written findings". Thus, for Helena-West Helena District to legitimately object to the application, it must clearly set forth reasons that, if true, reveal some fatal flaw in the

educational plan. Helena-West Helena School District has not done so. The Helena-West Helena School District states that "because it has not seen the application, it has no other choice but to deny the application." The Helena-West Helena School District was provided a copy of the application. However, the application has not been previewed by the Helena-West Helena School District, therefore, the quality of neither the educational plan nor any reason that has been aforementioned as the purpose of the Arkansas Charter School Act of 1999 has been considered by the Helena-West Helena School District. Therefore, it can only be assumed that the Helena-West Helena School District has made its decision of opposition without reason as it relates to student achievement, encouraging innovative programs, pupil and parent choice, or improving student performance.

Fair Chance Community Development, Perkins Academy received its notice of opposition via certified mail on October 16, 2007 from the Helena-West Helena School District, however, the mail was sent to an incorrect address, for the mail carrier notified me that I had mail awaiting my signature at the post office. Fair Chance Community Development believes in its purpose and its ability to enhance the education provided in the Helena-West Helena area, therefore, Fair Chance respectfully requests that the local district's objection be held for naught; that the State Board approves the application; and for all other necessary and proper relief to which the students of Helena-West Helena Arkansas are entitled.

Finally, Fair Chance Community Development understands that any breach in its charter contract for Perkins Academy, it will close and the students will return to their respective districts. We understand that Arkansas State Board will oversee the charter school's operations and we are willing to comply with all aspects of the charter school laws. We are simply requesting an opportunity to enhance the education plan that's being offered to students in the Helena-West Helena area and neighboring communities at the elementary level.

Respectfully Submitted,

Sponsoring Entity: Fair Chance Community Development

By: Jacqueline D. Mills

Jacqueline Mills

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Helena-West Helena School District

Rudolph Howard, Superintendent

Roy Bridges, Deputy Superintendent Donald Watkins, Assistant Superintendent

September 28, 2007

Mary Ann Brown, Program Director
Charter Schools
Arkansas Department of Education
#4 Capital Mall, Room 305-A
Little Rock, AR 72201

Mrs. Brown:

Please be advised that except for a notification that a community meeting was going to be held regarding the Perkins Charter application, I know nothing of the particulars regarding this – The Perkins Open Enrollment Charter Application. Since I have not received and/or reviewed the application, I have no option except to oppose it.

Let the record reflect that the Helena-West Helena School District is opposed to the opening of any Charter School within the Helena-West Helena School District boundaries. Unless this or any other Charter School can show that it can compete within the extensive services already provided by the Helena-West Helena School District, we feel that an intrusion by another Charter School will have a negative effect on the education of our youth.

Yours truly,

Rudolph Howard
Superintendent

RH/vw

cc: Dr. Diana Julian
Jackie Mills

RECEIVED
SEP 28 2007
CHARTER SCHOOL OFFICE

Helena-West Helena School District

Rudolph Howard, Superintendent
Roy Bridges, Deputy Superintendent Donald Watkins, Assistant Superintendent

October 23, 2007

Dr. Mary Ann Brown, Charter Office Director
Arkansas State Board Of Education
#4 Capitol Mall
Little Rock, AR 72201

Dr. Brown:

I am in receipt of a letter from Jackie Mills's d/b/a Fair Chance Community Development dated October 18, 2007 and received 10/22/2007.

The letter is addressed to the Arkansas State Board of Education ref. "Dear Ladies and Gentlemen of the State Board of Education," but it is sent to you. Since I see no evidence that Ms. Mill's Appeal has been received by the State Board, I am responding to both the Board and Ms. Mills through you. Note that I will appear and present opposition at the formal hearing as scheduled on November 5, 2007.

In response to Ms. Mill's Appeal, please be advised that:

1. The Helena-West Helena School District exposed the flaws in the education plan and the application in general when the application was originally submitted as Caring Spirit, Inc.
2. No substantive changes between this the Fair Chance sponsoring entity and the Caring Spirit entity exists. Except for the name change and the addition of language relative to the charter now being a Fine Arts Charter, the application is the same.
3. To date, I have not received a copy of the current Perkins Application from Ms. Mills. I have however obtained a copy from another source. Consequently, I can at this point say that I have read the application and that I oppose it based on the "flawed" content and my belief that it is not in the "best interest of the kids."
4. Had Ms. Mills provided me with a copy of the application, my opposition would have been sent to the right address.

Finally, the Helena-West Helena School District steadfastly opposes this application and it will present opposition on November 5, 2007 when Hearings are held.

Yours truly,

Rudolph Howard
Superintendent

RH:vw

cc: Jackie Mills
Scott Smith

RECEIVED
OCT 2 [illegible] 07
CHARTER SCHOOL OFFICE

RECEIVED
ATTORNEY'S OFFICE
OCT 23 2007
DEPARTMENT OF EDUCATION
GENERAL DIVISION

June 26, 2007

To: Arkansas Department of Education
Dr. Mary Ann Brown, Director
Charter School Office
#4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

From: Fair Chance Community Development
Perkins Academy
P.O. Box 301
Helena, AR 72342

Dr. Mary Ann Brown, Director

This letter is written to express intent of Fair Chance Community Development to file an application with the Arkansas Department of Education to open an Open Enrollment Charter School.

The Contact person for Perkins Academy is as follows:
Rosie Wilson, P.O. Box 301, Helena-West Helena, AR 72342.
Phone: (870) 338-8605/338-2913
Fax: (870) 817-0027
Email: deltaaeo@yahoo.com

The school is planned to be in the 1st Arkansas Congressional District. Fair Chance Community Development is a not-for profit organization that has a 501C-3 status with the Internal Revenue, that focuses on education, community development, and drug awareness.

The name of the proposed Charter school is Perkins Academy; the proposed school will be located in Phillips County and will serve students in the grade levels of Kindergarten through 4th grade. The proposed school will offer students of Helena-West Helena and neighboring areas the opportunity to experience hands on experiences in the arts as well as offer a rigorous academic curriculum that will prepare them for a successful middle school, high school and college bound life experience thus preparing them to become prosperous citizens.

We look forward to working with you and we thank you in advance for your assistance in this great educational endeavour.

Thank you

Rosie Wilson
Jacqueline Mi

RECEIVED
JUL 02 2007
CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Ms. Jacqueline Mills,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed. D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Name of Proposed School: Perkins Academy of Fine Arts

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Approved October 2000

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 4 / 10

Weakness: Specific information is not provided on parent feedback. No minutes are included in the application packet.

Strengths: Documentation is included in packet that the hearing was conducted.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 4 / 10

Weakness: The application is poorly organized, and the attachments are not marked. No copy of the actual ad publishing the hearing is included in the packet.

Strengths: Invoices are included regarding the hearing and a sign-in sheet is also attached.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 4 / 10

Weakness: The application does not describe how subsequent board members will be selected to fill vacancies from the original board members other than by "recruitment."

No mention is made with regard, specifically, to how administrators will be involved in leadership and decision-making.

The governing body structure is vague and unclear to the reviewers. The proposed governance lacks details of how the school will be managed.

Strengths: The application includes a minimal description of how students, parents, and community will be involved in the leadership and decision-making process.

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 3 / 10

Weakness: The mission state does not indicate a collaborative process for stakeholders and lacks clarity.

Strengths: - -

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 2 / 10

Weakness: The need for the school is not adequately defined using appropriate data. K-2 grades are not addressed in the need statement. The need statement does not sufficiently present a need for the proposed school based on local demographics, student achievement, or expected student outcomes from the proposed school.

Strengths: - -

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 1 / 10

Weakness: The information provided does not show alignment with the Arkansas Curriculum Framework. The research outlined in the application indicates that the proposed curriculum showed negative or "small advantages to the students and were not statistically significant." The application indicates students will study curriculum which is beyond the scope of K-4 students, e.g., chemistry and biology. The application makes no mention of the school's ACSIP program and how it will be incorporated.

Strengths: - -

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 3 / 10

Weakness: goals are not supported by specific data or written in measureable terms. The application does not indicate separate measureable objectives.

Strengths: - -

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 1 / 10

Weakness: No evidence that the curriculum is aligned and there is no information on the curriculum development process.

Strengths: - -

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 1 / 10

Weakness: The information submitted is not supported by appropriate evidence.

Strengths: The various schools from the area are listed in the application.

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 4 / 10

Weakness: The application lacks detail in describing the assessment data which will be reported and how information will be distributed.

Strengths: - -

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 6 / 10

Weakness: The method of random selection lacks detail to actually explain the process. The application is vague regarding how they will work with the local schools in the student selection process.

Strengths: The application outlines a process which indicates how student can withdraw from the school.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees

(administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 6 / 10

Weakness: Not all professional positions had specified qualifications with regard to degree (Lead Teacher). The application lacks detailed information on job responsibilities for the special education teacher and school nurse.

Strengths: The application adequately describes most of the job descriptions and lists the categories of employees and the number for each. Most of the critical information is included in this section.

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 4 / 10

Weakness: The applicant needs to review its plan to partner with the Arkansas Charter School Resource Center for APSCN fiscal services to determine feasibility as it is unclear from the application exactly what services are to be provided.

Strengths: - -

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 5 / 10

Weakness: A limited description was provided in the application.

Strengths: The application indicates that a Legislative Audit will be conducted annually.

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 3 / 10

Weakness: The statement indicates that the applicant might not have a clear understanding that the APSCN network and Pentamation software are required. No details are provided. The application lacks sufficient detail on who will be responsible for APSCN, how they will be trained, and how the system will be monitored.

Strengths: A statement of intent to participate in APSCN was provided.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 6 / 10

Weakness: - -

Strengths: Facilities agreement form is included as well as a detailed floor plan. The applicant states that "the facility will comply with all requirements for ADA, IDEA, and other state and federal laws".

Legal Comments: On page 22 of the application, the applicant indicates that a prefabricated building to be constructed will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: 9/20/07

1. Charter School: Perkins Academy of Fine Arts
2. Location: 803-5 Cherry St., Helena AR
3. General Observations: 6, 000 sq. ft. facility. Building is a former senior care center. Outside activity area is fenced. Off street student drop-off/pick-up area.
4. Academic Suitability: Classrooms, play areas and kitchen existing.
5. ADA Accessibility: Must meet city and state codes. Entrances and restrooms are accessible.
6. Life Safety Codes: Must meet city and state codes in order to receive occupancy permit.

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 1 / 10

Weakness: The application lacks sufficient detail in the area of Guidance and Health Services. Additional information is required regarding how transportation will be funded. The school description is for Perkins Academy of Fine Arts; however, specific reference is made to Perkins Academy of Science/Math/Technology under the area of Special Education.

Applicant gives a limited description of food services. No vendor has been pre-selected, and there is limited labor and vendors for meal service in the area. No cafeteria / kitchen in the proposed facility. Two different and conflicting budgets were submitted. Which budget is to be evaluated?

Strengths: This charter is eligible for funding under the National School Lunch Program. Charter contacted Child Nutrition Unit prior to submission of this application. The applicant shows familiarity with USDA requirements, timelines, and regulations.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 2 / 10

Weakness: The parent involvement program lacks sufficient detail on how the volunteer program will be implemented.

Strengths: The plan for proposed home visits between teachers and parents is ideal.

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments:

a. Ark. Code Ann. § 6-15-902 ("Uniform Grading Scale"): § 6-15-902 applies to public secondary schools; it may be used by public primary schools. To the extent that § 6-15-902 is applicable to grades K-4, its use may be waived as to non-core (i.e., elective) courses only.

b. Ark. Code Ann. § 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools:

The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.

- The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to criminal background checks.

c. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk).

This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

d. Minimum Schoolhouse Construction Laws and Standards, Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the Standards for Accreditation Rules (concerning approval of building plans and standards for school construction).

The requirements imposed by these statutes and Rules will not be waived, except as they may relate to owned property versus leased property.

e. ADE Rules Governing Waivers of Earning Limitations Under the Teacher Retirement System:

As the code section upon which this Rule is based (Ark. Code Ann. § 24-7-708) falls outside of Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 *et seq.*), it may not be possible to grant this waiver per Ark. Code Ann. § 6-23-103(1).

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

- This application contains the budget template, but also contains a budget worksheet. The Perkins application and budget page indicates a student population of 150 students. The estimated population on the budget worksheet lists 214 students. None of the figures from the budget page align with the figures on the worksheet. Further investigation indicated that the application for the Perkins Academy contains a budget worksheet from Grace Academy.

- In their calculation of foundation aide, the applicant used the figure of 120 at .85. The figure is marked out and corrected to the expected student population of 150. However, the math was not corrected to that level.

- The state foundation aid for the 2007-08 school year is $5,876 per student which would generate $881,400 based on an enrollment of 150 students.

- Using the corrected state foundation figure of $881,400, the estimated total revenue would be $1,087,047. Using the corrected estimated revenue of $881,400 and the projected expenditures of $760,960, the school would have a carryover of $120,440.

- No monies were budgeted for textbook or instructional material.

- Given the fact that the application contains conflicting budget pages and budget worksheet pages as well as the error in calculating revenue, it is recommended that the applicant review the budget and resubmit.

- The school calendar is available; however, lacks sufficient detail of planned activities.

- Facility use agreement form, and evidence of status as eligible entity are included

- Proposed salary schedule for both administrative and teaching positions is included.

- The Statement of Assurances is included; however, the signature is not an original signature.

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Company Perkins Academy / Fair Chance C. Dev.

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October 16,2007

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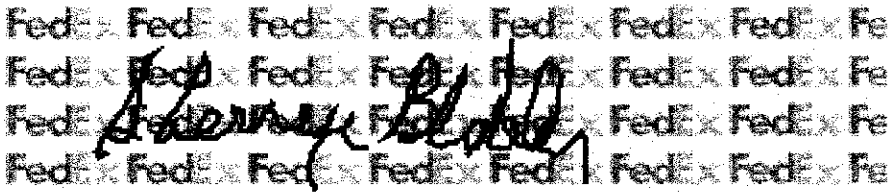

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Education

Dr. T. Kenneth James, Commissioner

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October 15, 2007

Victoria Wilson
#51 Wilson Lane
Humphrey, AR 72073

Re: Notice of Appeal/State Board Meeting
School of Excellence

Dear Charter Applicant and Affected School District(s):

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the DeWitt School District will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

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CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts
Superintendent Gary Compton, Bentonville School District

School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
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School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
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School Board President Bryan Delozier, Elkins School District
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Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

ARKANSAS STATE BOARD OF EDUCATION
POLICY OF PROCEDURES FOR HEARING
CHARTER SCHOOL APPEALS AND APPLICATIONS

1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the proposed charter school to the State Board.

2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school.

3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.

4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

School of Excellence
P.O. Box 148
Humphrey, AR 72073

October 9, 2007

Dr. Mary Ann Brown, Program Director
Charter Schools – Arkansas Department of Education
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

Friends of Humphrey School c/o School of Excellence has reviewed the letter, received September 28, 2007, from the DeWitt Public School District disapproving the granting of an open enrollement charter school. School of Excellence hereby appeals DeWitt School District's disapproval and requests a hearing before the State Board of Education.

The DeWitt School District cites two factors as the cause for their disapproval of the requested charter:

1) loss in student enrollment

The purpose of the public educational system in Arkansas is to serve the best interests of students and taxpayers. School of Excellence will provide a choice for parents, whereas currently parents in Arkansas County have a very limited choice of education for their children. The current choices for parents are poor academically performing schools or home schooling.

Friends of Humphrey School c/o School of Excellence has submitted an application that is in compliance with state rules and regulations and meets all the requirements and preferences of ACA 6-23-304.

6-23-304. Requirements – Preference for certain districts.

(a) *The State Board of Education may approve or deny an application based on:*
(1) *Criteria provided by law or by rule adopted by the state board;*
(2) *Findings of the state board relating to improving student performance and encouraging innovative programs; and*
(3) *Written findings or statements received by the state board from any public school district likely to be affected by the open-enrollment public charter school.*

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CHARTER SCHOOL OFFICE

We think that the state board will discover that our proposed charter school has very innovative programs in addition to safe guards to improve student performance. For example, such innovation as offering Spanish for 6 years vs the traditional 2 years, offering Mandarin Chinese, a two week summer submersion program, a horizontal vs a traditional vertical curriculum plan, signed commitment forms by teachers/students/parents, and an increased use of technology are just some of the innovative planned programs. Some of the ways that School of Excellence will improve students performance is by making school more fun through use of innovative technology, using repetition, individual portfolios, more involvement of parents, smaller class size, assessing student deficiencies and utilizing individualized remediation for student improvement.

> *(b) The state board shall give preference in approving an application for a charter school to be located in any public school district:*
>
> *(1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;*
>
> *(2) Where the district has been classified by the state board as in academic distress under S 6-15-428; or*
>
> *(3) Where the district has been classified by the Department of Education as in some phase of school improvement status under S 6-15-426 or some phase of fiscal distress under S 6-20-1902 et sequ., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the state board.*

The percentage of students qualifying for free or reduced price lunches in the DeWitt School District is 53.79% vs the state average of 50.2%.

Humphrey is a poor rural agricultural town in the Delta of Arkansas whose per capita income in 1999 was $12,517.00 according to Census 2000 compared to $21,587.00 in U.S. A strong education can overcome impoverished barriers

The DeWitt School District is in year two of Academic Distress (No Child Left Behind Adequate Yearly Progress). The overall lack of achievement seen for students in the DeWitt School District is a concern, particularly in the area of math; and an even deeper concern is seen in the achievement gap between black and white students.

We hold that the State Board of Education, and more so, the Board of the DeWitt School District, entertain the thought that the lack of performance indicated above the loss or potential loss of students to choice are directly related.

2) limited availability of student services at these charter schools

We may be limited in some student services such as unable to provide transportation or gifted and talented program, but we also go beyond the minimum requirements by offering Mandarin Chinese, more years of Spanish, more involvement with technology, more individualized instruction, smaller classroom sizes, and a summer submersion program to ensure academic success for all students and meet the current demands of a global economy in the 21st Century.

The citizens of Humphrey and the surrounding areas would like to have their children obtain a decent education to ensure their chances in college, trade schools, or employment opportunities. We believe that the charter school proposal submitted will address these issues. Thank you for your consideration.

Respectfully,

Victoria Wilson

Victoria Wilson, President
Friends of Humphrey School

cc Tom Wilson, Superintendent of DeWitt School District

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SEP 28 2007
CHARTER SCHOOL OFFICE

DEWITT SCHOOL DISTRICT
Tom Wilson, Superintendent
Johnnie Johnson, Assistant Superintendent
MEMBER NORTH CENTRAL ASSOCIATION

DIRECTORS
Johnny Lockley, President - ASBA Region 9 Director
Barry Joe Wilson, Vice-President
Jon Fuhrman, Secretary
Sam Counce
Bruce Morgan
Jammy Turner
Shawanna Wansley

Marty Weaver
DeWitt High School Principal
Jon Howell
Gillett High School Principal
Jeff Rader
DeWitt Middle School Principal
Robert Franks
DeWitt Elementary Principal
Vicki Reed
Gillett Elementary Principal
Delphine Jones
Humphrey Elementary Principal

September 28, 2007

Dr. Mary Ann D, Brown, Program Director
Charter Schools - ADE
4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

The DeWitt School Board voted 6 - 0 to deny the open enrollment applications for the School of Excellence located in Humphrey, AR and the Delta YES Connections Academy located in Brinkley, AR.

The main concerns of the DeWitt School Board are possible loss in student enrollment and the limited availability of student services at these charter schools.

Sincerely,

Tom Wilson
Superintendent

Johnny Lockley, President
DeWitt School Board

cc: School of Excellence
Delta YES Connections Academy

June 29, 2007

Dr. Mary Ann D. Brown
Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

Please consider this letter official notification of intent to apply for an open-enrollment public charter school. Following are responses to the itemized requirements for this submission:

1) Name of Eligible Entity which intends to apply for a charter: The working name of the entity is School of Excellence

2) Contact Person Information: Victoria Wilson, P.O Box 148, Humphrey, AR 72073, home phone: 870-873-4717, cell: 870-830-5442, email: victoriarichardwilson@yahoo.com

3) Congressional District: 1 or 4, district line divides Humphrey, AR

4) Eligible Entity Description: The eligible entity is Friends of Humphrey School c/o School of Excellence. This entity is established as a 501C3 organization.

5) Name of the Proposed Charter School: School of Excellence

6) The Proposed Charter Location: Humphrey, AR

7) Grade Levels: 6 through 9, adding one grade a year till 12th grade

8) Description of purpose or special emphasis: The purpose of the school is to provide an option to students involving an intense educational experience that motivates and excites students, parents, educators and the community at large. Special emphasis will be on academic excellence with a high emphasis on development of skills useful in international business, economics, language skills and leadership.

Please don't hesitate to contact me should you have questions.

Sincerely,

Victoria Wilson

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CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Ms. Victoria Wilson,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed. D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
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Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Name of Proposed School: School of Excellence

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Effective April 7, 2005

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 4 / 10

Weakness: Although references are made regarding the public meeting, no attachments are included in the application to support the number of attendees, or data to support attendees actual support for the charter school.

Strengths: The applicants indicate a telephone poll was conducted and a petition was completed in support of the school.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 7 / 10

Weakness: - -

Strengths: The applicants provided documentation of the public notices for the hearing.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 3 / 10

Weakness: The selection process for the board is vague. Application states the governing board will elect replacements.

The applicant states each Board member will exercise oversight of financial matters. There is no further mention of assigned responsibility for financial oversight.

Strengths: The description of the role of the Administrator ensures curriculum alignment.

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 7 / 10

Weakness: The use of "alternative learning environment" is unclear in the school's mission statement.

Strengths: The mission statement is includes a vision for the school.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 8 / 10

Weakness: According to the application less than 2% of the ethnic composition includes Hispanic (.9) and (.1%) other. A clear need for the language focus is not demonstrated in the application.

Strengths: The application uses some area demographic data to support a need for the school, including the bus ride time to adjoining districts.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 4 / 10

Weakness: The application makes no mention of the school's ACSIP program and how it will be incorporated. The education program does not indicate any different offerings, strategies, or structure other than what is currently available in other public schools.

Strengths: - -

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 5 / 10

Weakness: There is nothing unique presented in the enclosed goals and objectives that are any different from any other public school specifically, the 20% proficiency level for the first three years of operations for Adequate Yearly Progress goals.

Strengths: The plan to track students as post graduates for a period of 5-10 years is noteworthy.

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 8 / 10

Weakness: - -

Strengths: There is a sufficient plan in place to align the curriculum with the Frameworks. There is also a plan for use of a skills checklist. There is also a plan in place for an annual alignment through professional development with teachers.

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 7 / 10

Weakness: - -

Strengths: Detailed use of the census information.

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 5 / 10

Weakness: The application lacks details of the plan.

Strengths: - -

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 4 / 10

Weakness: The description is present, however, no details are available on what processes will be used for random selection, etc.

Strengths: - -

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 4 / 10

Weakness: Based on the application review the class size for the four planned teachers are larger than average 1:30.

The job descriptions do not include any responsibility for financial services.

Strengths: The application includes procedures for a background check of employees. The applicant included job descriptions for some positions.

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 5 / 10

Weakness: The application does not identify who is responsible for the financial oversight of the school.

Strengths: Applicant has assigned specific APSCN duties to employees.

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 5 /10

Weakness: - -

Strengths: Required information is presented.

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 6 / 10

Weakness: - -

Strengths: The applicant has plans to participate in APSCN and will make provisions for training.

The application indicates that the ADE has been contacted to schedule APSCN training and to install software prior to the beginning of school.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 6 / 10

Weakness: - -

Strengths: A copy of the lease agreement form was included along with a tentative building floor plan. The application states that the building will be constructed in accordance with State Health Department regulations, certified through the office of the State Fire Marshall, and will meet all IDEA and ADA areas of compliance.

Legal Comments: On page 16 of the application: The application indicates that a building will be constructed by M Space Holdings. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally,

local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: N/A

1. Charter School: School of Excellence
2. Location: 703 North Division, Humphrey, AR
3. General Observations: No building exists at this time.
4. Academic Suitability: N/A
5. ADA Accessibility: N/A
6. Life Safety Codes: N/A

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 6 / 10

Weakness: Each area requires additional details which describes the programming and processes to be used.

Limited description of food services beyond the intent for meal service with Ms. Kibbs. No Cafeteria for meal service. No mention of Federal Guidelines or requirements in contract or description. The application only appropriated enough money to feed 60 children per day. How will the remaining 100 students be fed? No contact with ADE, Child Nutrition Unit.

Strengths: The application covered the requested descriptions.

This charter is eligible for funding under the National School Lunch Program. Charter has selected Vendor and a reasonable negotiated price per meal.

Legal Comments: On page 18 of the application states that food services will be contracted with a local restaurant. The applicant will need to ensure that such an arrangement is acceptable to

the Department's Child Nutrition Unit and is in compliance with all applicable state and federal laws and regulations.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 2 / 10

Weakness: The application does not describe the plan for parental involvement in sufficient detail.

Strengths: - -

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments:

a. Rules Governing Standards for Accreditation, Sections 9.03.9 "Career and Technical Education," 9.03.4.5 "Fine Arts," 9.03.4.6 "Computer Applications," and 9.03.4.10 "Advanced Placement Courses."

- Such waivers cannot be granted to the extent they affect high school graduation requirements, public school accountability and compliance with providing the thirty-eight (38) units of credit. See Ark. Code Ann. § 6-23-401(b).

b. Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-418 and 6-17-902 and Section 15.03 of the Standards for Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.

- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, require that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to criminal background checks.

c. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk).

- This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

d. Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 and Sections 16.00 and 20.00 of the Rules Governing the Standards for Accreditation (concerning approval of building plans and standards for school construction).

- The requirements imposed by these statutes and Rules will not be waived.

e. The waiver requested from the provisions of Ark. Code Ann. § 20-7-135, concerning Body Mass Index results, cannot be granted as the Code Section in question is not located in Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 *et seq.*). See Ark. Code Ann. § 6-23-103(1).

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

- Within this application it is not obvious how the strategies and structure of the school will differ from the local public schools.
- The school calendar is available; however, lacks sufficient detail of planned activities.
- Facility use agreement is included.
- Proposed budget using template is included.
- Evidence of status as eligible entity is included.
- The Statement of Assurances is included and signed.
- The state foundation aid for the 2007-08 school year is $5,876 per student which would generate $352,560 based on an enrollment of 60 students which is $6,240 more than what is shown in the application budget. The corrected amount for state foundation aid would increase the estimated revenue to $776,360.
- Under salaries, the application estimated approximately 21% for Fringe Benefits for most position categories. However, under the category of Special Education, only $720 was budgeted for Fringe Benefits for a salary of $35,000.
- The total estimated expenditures were listed on the application at $729,000. The actual total was calculated to be $729,020.

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October 16,2007

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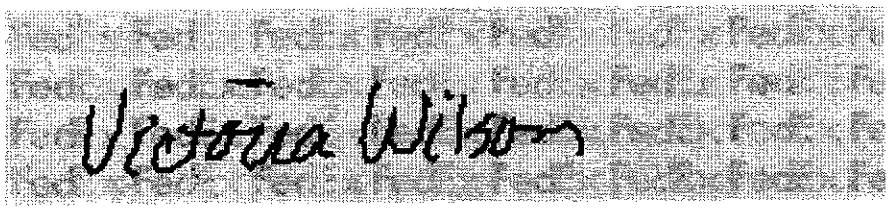

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School of Excellence
Humphrey, AR 72073

October 21, 2007

RECEIVED
OCT 22 2007
CHARTER SCHOOL OFFICE

Dr. Mary Ann D. Brown, Program Director
Arkansas Department of Education
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201-1071

Dear Dr. Mary Ann D. Brown:

The following is our written response to School of Excellence's ADE Evaluation.

Objective 1:

We have met the requirements of the amended charter school law S6-23-301, Section 12 (a) (c) *As part of the application procedure, the state board may require a petition supporting a charter for an open-enrollment public charter school signed by a specified number of parents or guardians of school-age children residing in the area in which an open-enrollment public charter school is proposed, or it may hold a public hearing to determine parental support for the school.* Although it was not required of us, we not only did a petition, we have held three public hearings to determine support for the school.

The application had to be limited to no more than 50 pages. We had to cull pages that we would like to have included. Unfortunately, public hearing attendees sign in sheet was one of them. The required Aug. 11, 2007 public hearing occurred during the second week of harvest in our area thus affecting our attendance. Our spring public hearing, telephone poll, and our "school support" petition definitely shows support for the school. From the telephone poll of just children in Humphrey, we developed a prospective student list. We have not even advertised in the local papers or surrounding communities. In addition, we will be pre-enrolling students in March of 2008 which allows us plenty of time to advertise for students in the surrounding areas. Our research shows that we have the support that we need for an open-enrollment charter school.

Objective 2:

No weakness identified in the Application Review Report

Objective 3:

Friends of Humphrey School will utilize the following selection process for obtaining seven members for the board:

1) must be a parent/concerned citizen, business leader, educator, lawyer, or a public service leader willing to commit three years to serving the school,
2) must be willing to attend monthly meetings,
3) must be willing to attend school board educational programs workshops

By the governing board electing their replacements, will ensure ethnic diversity, obedience to School of Excellence mission and central purpose, and board replacements to keep the school strong financially, academically, and legally.

Objective 4:

Alternative learning means that the citizens are allowed a choice in various types of learning facilities. We will focus mostly on academic excellence and little on sports or other extracurricular activity. Our goal is to initiate the highest technological classes in the area.

Objective 5:

Although the 2000 census reflects a low percentage of ethnic composition in 2000, the business environment is increasing global with use of internet, travel advances, and import/export markets of agriculture. This is congruent with out mission statement. The past educational ideas dealt with local needs, current educational ideas deal with country needs, but future educational ideas deal with global needs. It is crucial to our school's mission and our local agricultural area that students be given the skills to participate in a global economy.

Objective 6:

unique educational program of School of Excellence vs other schools:

1. more rigorous and challenging academics – no football or basketball
2. commitment to excellence forms from teachers, parents, students that will be legal binding and require continued improvement.
3. slightly longer school day
4. advanced horizontal and vertical curriculum
5. require 6 years of Spanish, 4 years of Mandarin Chinese
6. a two week summer academic submersion program
7. a global perspective – includes more use of technology
8. Advanced Placement then International Baccalaureate classes for <u>all</u> students
9. high expectations of <u>all</u> students – no separate remediation or gifted talented classes (students may remediate in one concept, but then do advanced work in another concept in that same class –"individual pacing")
10. smaller class sizes

The School of Excellence, under the guidance of the director, will complete the ACSIP each year to be used for strict guiding of fund distribution that will help in yearly school improvement. We will work with the separate state agencies using the ACSIP in

applying for monies from federal programs in order to fulfill No Child Left Behind expectations.

Objective 7:

Based on the data from the current surrounding schools, we anticipate students coming very inadequately prepared for a rigorous academic environment, therefore, the 20% was a conservative but easily obtainable estimate of advancement from below basic to proficient scores.

We were following the ADE Rules and Regulations governing public charter schools, June 20, 2007, 10.02.01, *specification of period for which the charter or any charter renewal is valid, contingent upon **acceptable** student performance levels established within the **state accountability system*** and the amended public charter school law, S6-23-302, Application for an open-enrollment public charter school (c) (3) *Outline the proposed performance criteria that will be used during the **initial five-year** period of the open-enrollment public charter school operation to measure its progress in improving student learning and **meeting** or exceeding the **state education goals.***

Not only will the students complete the required state testing, but each student will keep a portfolio that shows AYP. The students must be able to defend their scholarly advancement or lack thereof. These portfolios will be evaluated by students and teachers, at the end of each 9 week period by students, teachers, and parents, and at the end of each semester by students, teachers, parents and director.

Objective 8:

no weaknesses stated

Objective 9:

no weaknesses stated

Objective 10:

The school will hold an annual meeting at the beginning of each school year in order to provide a report to the parents, community, State Board of Education and concerned citizens. The date will be set at the first board meeting of the new school year by the school board after the progress reports have been received.

The application meets the requirements of the amended public charter school law S6-23-303 Section 14 (4) *Includes an agreement to provide an annual report to parents, the community, and the state board that demonstrates the progress made by the open-enrollment public charter school during the previous academic year in meeting its academic performance objectives.*

Objective 11:

No child will be rejected from admittance into the School of Excellence because of any handicap, or because of sex, national origin, race, ethnicity, religion, disability or

academic position. Every student will be given equal opportunity to become a part of the challenging environment of a school of excellence.

The selection be first come first serve while maintaining state law of desegregation.

We are in compliance with the amended public charter school law S6-23-306, Section 17 (6) *Prohibit discrimination in admissions policy on the basis of sex, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: (A) The open-enrollment public charter may allow a weighted lottery to be used in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation; and (B) The open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public school district in accordance with this title.* We do not plan to exclude students based on (B).

Objective 12:

The four teachers in the application were recorded as four full time equivalency teachers (p 14)but four full time is only the total equivalency, meaning the teachers could be and probably will be part time. The budget only allows for enough money to support four full time. Ideally, we would strive for two full time teachers, four part time teachers, and the director teaching one class to meet the needs of the school. We have several retired teachers and some teachers with small babies that would prefer a part time job, therefore, this is feasible for our school. Although our application states academic classes will not exceed thirty students, we anticipate class size of 15-20 students, except Physical education which will combine classes.

Objective 13:

Attachment #6, Job Description of the School Director, lists one of the ninth responsibility of the School Director as "Supervises the day to day educational and financial operations of the school." He is also in charge of completing a yearly budget to be approved by the board and submitted to the State Department of Education. Also, stated in objective 3 of the application (p. 4), Responsibilities of the Board include "meet monthly to review finances, ensure adequate resources and management, and act as final authority on hiring, disciplinary expulsions, budget approval" The board will be the ultimate financial overseer for the school finances.

Objective 14:

Although score is 5, no weakness are listed and strengths say "required information is presented." How can there be such a low score with no weaknesses noted and "required information is presented?"

Objective 15:

No weakness identified

Objective 16:

No weaknesses listed.

We have a facilities lease agreement. We are aware that our facility will need to be inspected by the Division of Public School Academic Facilities and Transportation prior to opening for the 2008 School year. David Wahl from MSpace Holdings is working with that division to ensure that our building will meet all requirements. Our application has followed the charter school law, Arkansas Code S6-23-302 Application for an open-enrollment public charter school (c) (5) (A) *Describe the facility to be used for the open-enrollment public charter school and state the facility's current use and the facility's use for the immediately preceding three (3) years. (B)* does not apply to our situation (building part of a public school district facility) *(C) If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the state board.* A copy of our facilities utilization agreement is Attachment #13. Terms are stated in the agreement.

Objective 17:

The School will only have 60 students the first year then add one grade a year till 12th grade and at that time maximum students will be 160 students. Budget will be changed each year to reflect the increase in number of students.

We have the information packet from the ADE Child Nutrition Unit and have shared this packet and Federal and state laws and guidelines with Ms Kibbs who will be providing the meals. Ms Kibbs will deliver the food and the students will eat at tables in a classroom.

Objective 18:

The School of Excellence is founded on active parent involvement. The student portfolio will be sent home each and every week for the parent or guardian to review, sign and return to the teacher. There will be student-parent-teacher conferences where attendance is required by both parent/guardian and student. The parent/guardian will be held responsible for attending conferences and note the progress of the student. When and where possible, parents will be used within the school for encouragement, tutoring, and sharing their expertise/talents as classroom guest speakers. The goal of the school is to begin a parent teacher organization as soon as possible after the school starts.

Objective 19:

no weaknesses listed

reply to legal comments:

a. 9.03.4.5 "Fine Arts" we do not need waiver, plan to integrate into curriculum in addition to offering ½ unit based on Smart Core Curriculum – see attachment #12 6th and 7th grade schedules

9.03.4.6 "Computer Applications" – do not need this waiver, we are integrating computer applications into each class, but also meet the requirements for graduation – see Attachment 12, 10th grade schedule (note our school will only offer 6-9 grades the first year, then add one grade per year till 12th grade – that is why we asked for the waiver)

b. All teachers will have a minimum of a bachelor's degree and meet content knowledge requirements – see Attachment #15 Teacher salary schedule. Certified teachers will administer the standardized assessments.

c. not applicable since repealed

d. We listed this one because our classes will be smaller and the recommendations are for huge classrooms. Our building plan meets all rules, laws, and regulations.

Objective 20

no weaknesses listed

reply to legal comment:

The ADE Attorney's Office stated that we will not have an impact on desegregation issues.

Attachments comments

School of Excellence differs from other stategies and structure of other Delta schools by:

1. more rigorous and challenging academics – no football or basketball
2. commitment to excellence forms from teachers, parents, students that will be legal binding and require continued improvement.
3. slightly longer school day
4. advanced horizontal and vertical curriculum
5. require 6 years of Spanish, 4 years of Mandarin Chinese
6. a two week summer academic submersion program
7. a global perspective – includes more use of technology
8. Advanced Placement then International Baccalaureate classes for <u>all</u> students
9. high expectations of <u>all</u> students – no separate remediation or gifted talented classes (students may remediate in one concept, but then do advanced work in another concept in that same class –"individual pacing")
10. smaller class sizes

Thank you for this opportunity to respond to the ADE comments and evaluations of School of Excellence's charter application.

Sincerely,

Victoria Wilson
President of Founding Organization,
Friends of Humphrey School c/o School of Excellence

School of Excellence

703 N. Division Street
Humphrey, AR 72073

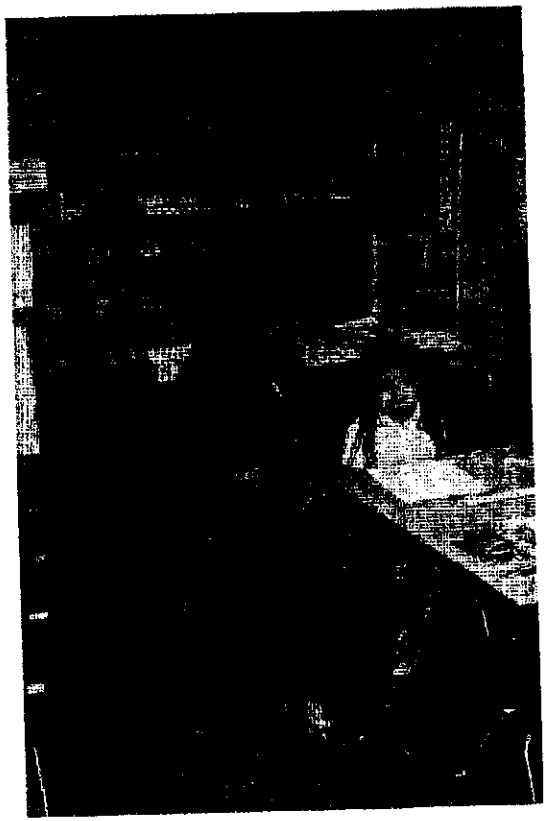
Changing ordinary students into extraordinary citizens.

Mission

The mission of the School of Excellence is to prepare students for participation in a global economy with a high emphasis on the development of skills useful in international business, economics, with multilingual communication abilities and the leadership qualities.

Goals

- Quality based student portfolios
- Dramatic advancements on Stanford Achievement tests.
- Accelerated proficiency on ACTAAP year
- Proficient or advanced by 2013-2014
- Meet and exceed state averages
- Parent/guardian involvement
- High ACT scores
- High involvement by all students



RECOMMENDED GRADE 3-8 BENCHMARK CUT SCORES

Mathematics Recommended Raw Cut Scores and Percent in Category in Parentheses

Mathematics (of 80 possible raw points)

Grade	Below	Basic	Proficient	Advanced
3	0-22	23	40	57
4	0-31	32	45	61
5	0-30	31	43	61
6	0-29	30	46	61
7	0-27	28	38	57
8	0-29	30	39	60

Literacy Recommended Raw Cut Scores and Percent in Category in Parentheses

Literacy (of 96 possible raw score points)

Grade	Below	Basic	Proficient	Advanced
3	0-47	48	65	80
4	0-41	42	64	80
5	0-38	39	62	81
6	0-43	44	69	83
7	0-42	43	65	80
8	0-46	47	64	81

Score Reports

11th Grade Literacy (given every 2 years)

2005 scores

	Score:	Below Basic	Basic	Proficient	Advanced
DeWitt	188	10	67	22	1
Gillett	195	11	58	32	0
Humphrey	197	20	35	45	0

2007 Scores

	Score:	Below Basic	Basic	Proficient	Advanced
DeWitt	195	14	35	51	0
Gillett	202	0	50	50	0
Humphrey	NA	NA	NA	NA	NA

Here is something to show scores from a comparison of the remaining students.....Humphrey scored higher this year than Dewitt to prove they can bring you down....

2007 ITBS middle school students

National Percentile Ranks....

	Math	Lang.	Reading	Sources
DeWitt	57	63	52	52
Humphrey	67	51	53	57

District Title	10-1-06	Rank 10-1-06	Rank 10-1-07	Variance	Rank Variance	Variance %	Rank Variance %
0101000-DEWITT SCHOOL DISTRICT	1,495	82	83	0	107	0.00%	107

Student Enrollment

0101000-DEWITT SCHOOL DISTRICT

Race	10-1-06	10-1-07	Variance	
A	1	2	1	
B	278	259	-19	-6.83%
H	18	28	10	55.[illegible]
N	4	1	-3	
W	1,195	1,206		
0101000-DEWITT SCHOOL [illegible]	[illegible]	**1,496**		

Benchmark

School Number	Grade	School Name	Number Math Students Participated	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Participated	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy
6th grade														
DeWitt [illegible]		[illegible] Middle School	120	646	019	033	027	022	120	639	011	020	037	014
DeWitt [illegible]		[illegible] Elementary School	110	639	021	035	026	019	110	627	010	011	035	011
DeWitt [illegible]			[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
7th grade 200[illegible]														
DeWitt School [illegible]			107	676	026	018	041	015	107	656	011	036	041	012
DeWitt School [illegible]		DeWitt Mid[illegible] School	87	672	025	020	043	013	87	652	013	036	039	010
DeWitt School District		Gillett High Sc[illegible]	20	[illegible]	030	010	035	025	20	731	005	025	050	020
8th grade 2007														
DeWitt School District			98	706	026	013	036	013	98	755	013	028	041	026
DeWitt School Distric[illegible]		DeWitt Middle School	80	705	029	015	045	011	80	753	014	020	045	021
DeWitt School Distri[illegible]		Gillett High School	18	711	022	006	050	022	18	759	011	022	022	044

2005 Benchmark Exams (% of students basic/below)

		Literacy	Math
6th			
	White	42	58
7th			
	White	55	65
8th			
	White	54	71
	Econ. Disadv.	73	87

Humphrey – 2000 census
23.7% families ↓ pov.
22.9% individual are ↓ pov.

2000 Census Humphrey
57.8% white
40.4% black
.9% Hispanic
.2% other

Oct 23 07 04:49p Phillips Community College 18709462644 p.7

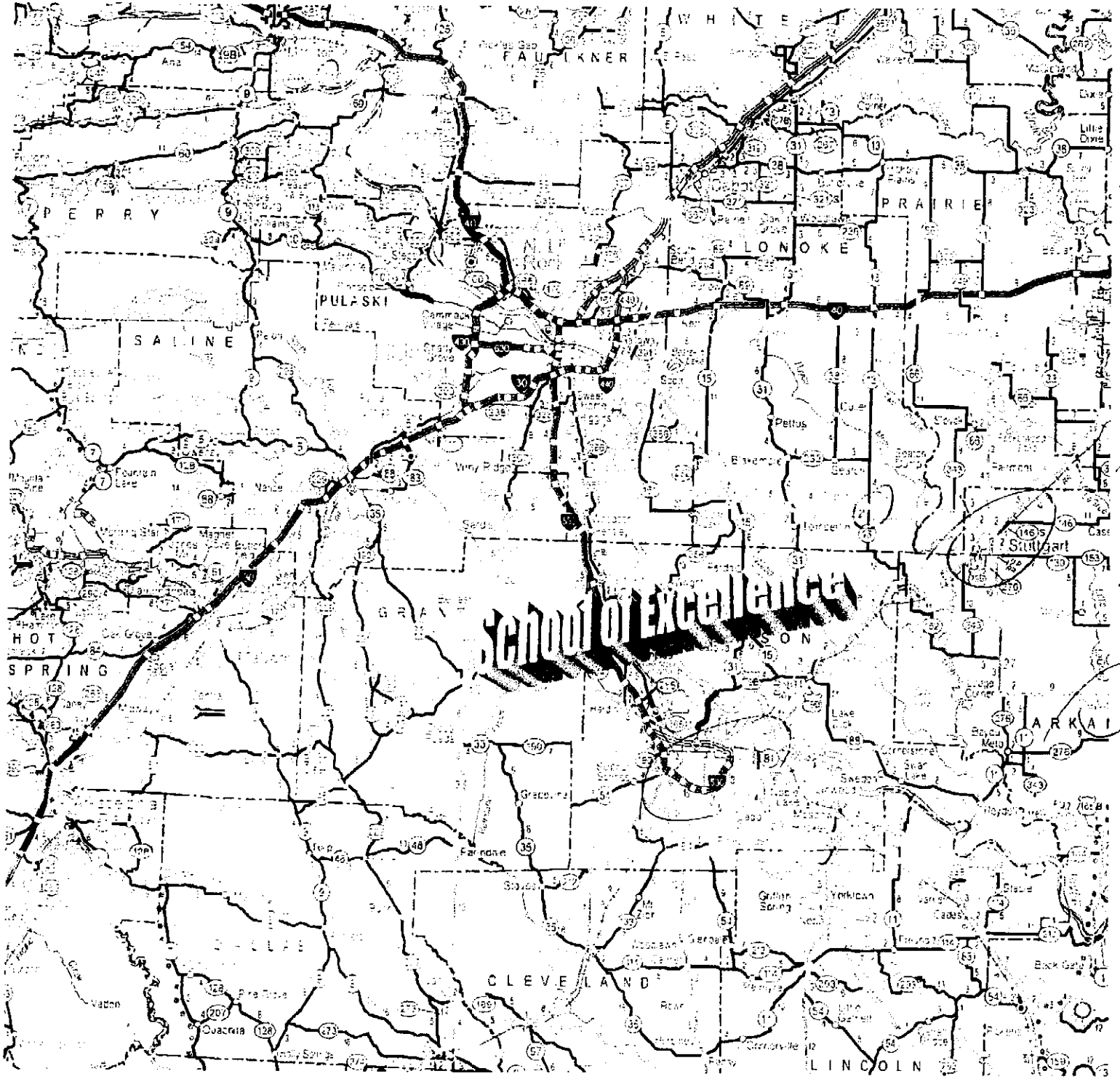
Priorities?

- Total athletic expenditure for 2005-2006 budget - → Where Some
- Athletic expenditure per pupil - money may be found To
- Tax Payer Investment per Pupil (2005 Report Card) - $7250.00 compared to State Average of $7348.00 Replace Our Kwkolwest

DeWitt Enrollment Figures

- 2004-2005 enrollment 1,639 initial figure
- APSCN 3rd quarter (2006) is 1,539.39 - NET loss 100 students
- A self reported loss of 152 students to Drop Out/Withdrawal

Oct 23 07 04:49p Phillips Community Colleg 18709462644 p.9



DeWitt
30 mi SE
75%

Stuttgart
10 m NE
15%

Carlisle
32 mi
5%

Dollar ~~15~~ 11

65% free & reduced lunch

58% black

Marvel
57 mi

Dumas
22 mi

Star City
52

Oct 23 07 04:50p Phillips Community Colleg 18709462644 P.10

Educational Program continued

- Leadership/communication
  - Team tutorials → Active Leadership Education – Learn to work in teams
  - 12th grade – mentor, research, or project → Supervised
  - Older students lead summer camp session
- Academic rigor mixed with fun
  - Interactive computer technology
  - Teachers guide/stimulate rather than lecture
  - Positive rewards
  - upper grades travel visit landmarks, colleges

Accelerated schools — Curriculum integration — Problem Centered Approa

↳ as funding

Oct 23 07 04:50p Phillips Community Colleg 18709462644 P.11

Economics

- Limit salaries to necessities
- Teacher/director bonuses
- Contract services rather than salaried → Contract
- More money on technology, less salaries
- Hire cross trained instructors
- Aggressively pursue grants, contributions

- "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has." Margaret Mead

- Growing ordinary students into extraordinary citizens.

Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 15, 2007

Mutlu Mete
21 Corporate Hill Drive
Little Rock, AR 72205

Re: Notice of Consideration/State Board Meeting
LISA Academy - Springdale

Dear Charter Applicant and Affected School District(s):

The consideration of your charter application by the State Board of Education (State Board) will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

RECEIVED
OCT 16 2007
CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts

Superintendent Gary Compton, Bentonville School District
School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
Superintendent Alvin Lievsay, Huntsville School District
School Board President Dale Phillips, Huntsville School District
Superintendent Wayne Thompson, Lee County School District
School Board President Pearlethe Collins, Lee County School District
Superintendent Frank Holman, Lincoln School District
School Board President Gary Morris, Lincoln School District
Interim Superintendent Linda Watson, Little Rock School District
School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
School Board President Michael Williams, Marvell School District

Superintendent Barry Scott, McCrory School District
School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
School Board President Trent Cox, North Little Rock School District
Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
Superintendent Don Collins, Palestine-Wheatley School District
School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
School Board President Tyrus R. Reed, Prairie Grove School District
Superintendent James Sharpe, Pulaski County Special School District
School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

ARKANSAS STATE BOARD OF EDUCATION
POLICY OF PROCEDURES FOR HEARING
CHARTER SCHOOL APPEALS AND APPLICATIONS

1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the proposed charter school to the State Board.

2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school.

3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.

4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

21 Corporate Hill Dr.
Little Rock, AR 72205

Tel: (501) 227 4942
Fax: (501) 227 4952
www.lisaacademy.org

LITTLE SCHOLARS of ARKANSAS

"Embrace your Future"

October 8, 2007

State Board Office, c/o Charter School Office
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Sir/Madam:

LISA Academy sent, by Certified Mail, notice of our application for approval of a Charter School in both Springdale School District and Pulaski County Special School District. According to our understanding of the Rules and Regulations Governing Public Charter Schools, Article 8.05, the above listed school boards were to have submitted a copy of their written findings or statements to us, also by Certified Mail, by the established deadline of September 28, 2007 at 4:00 pm. Article 8.05 additionally states, "Failure to submit this information will constitute the conclusion that the proposed public charter school will have no impact on the district."

LISA Academy has been very careful to follow and honor the Rules and Regulations as set forth by the Arkansas Department of Education during this application process. The Rules and Regulations do not detail what the actions of LISA Academy should be if we have not received a copy of a letter either approving *or* denying our application by the September 28, 2007 date. Therefore, we felt it would be prudent for us to inform you that as of today, October 8th, 2007 at 12:27 pm, Springdale School District has not sent a copy of denial or approval of our charter application by Certified Mail to LISA Academy. Additionally, Pulaski County Special School District, at 12:48 pm on *October 8, 2007*, hand-delivered via Darren Harding notice of opposition regarding our application for charter. For clarification purposes, please note that the letter from PCSSD was back-dated to September 25, 2007, yet was not delivered until October 8, 2007.

Please contact me if you need additional information or clarification regarding our charter school applications as we are very eager to complete the process. We especially desire to show compliance with your stated guidelines, and ask that you please notify us if anything more is to be required of LISA Academy at this stage, or if the application is now considered, as per Article 8.05, to have no impact on the stated districts and we may now have the opportunity for review by the State Board. If there are additional Rules and Regulations which would apply in this case, then we ask that you please let us know where those may be found so we may incorporate them. For pre-emptive measures, we also ask that you please consider this letter as written notice of our appeal, should one be found necessary, a copy of which is also being sent by Certified Mail this date to both Springdale SD and PCSSD.

I look forward to hearing from you soon.

Kindest regards,

O. Ozmeral

Omer Ozmeral
Superintendent\LISA Foundation

RECEIVED
OCT 08 2007
CHARTER SCHOOL OFFICE

LISA Foundation

Little Scholars of Arkansas Foundation

21 Corporate Hill Dr.
Little Rock, AR 72205
Phone: (501) 227-4942
Fax : (501) 227-4941

June 28, 2007

Arkansas Department of Education
Charter School Office
4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Sir/Madam,

This is a letter of intent to apply for an open-enrollment charter school in Congressional District Three. Little Scholars of Arkansas Foundation is a non-profit community organization established in 2002 for the purpose of forming a high quality charter school with an emphasis on science, mathematics, and technology in Arkansas. LISA Academy – Springdale (name of the proposed charter school) will be located in Springdale, Arkansas. LISA Academy – Springdale will serve grades K through 12.

LISA Academy - Springdale will be a college preparatory school focusing on core knowledge and essential skills so children may achieve the mastery upon which further learning will build. LISA Academy – Springdale will employ effective teaching methods in its programs and will seek to foster careers in science, mathematics, and technology for its graduates. The school's strong academic program will reduce achievement gaps by eliminating an important cause: the insufficient mastery of basic knowledge and skills required for further academic achievements. The Academy will be a small, structured school delivering a rigorous and innovative educational program. The Academy will begin with 300 students: 150 in grades K through 5 and 150 in 6 through 8. Grades 9 through 12 will be added one year at a time, with 50 additional students beginning at year two. Full enrollment will not exceed 500 students.

Should you have any questions, please do not hesitate to call or write an e-mail.

Sincerely,

Mutlu Mete, President
Email: mxmete@ualr.edu

RECEIVED
JUN 29 2007
CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Mr. Mutlu Mete,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Name of Proposed School: Lisa Academy – Springdale

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application: Approved

Comments: Charter does not have a GROUP EXEMPTION from the IRS; charter cannot be funded by Child Nutrition Unit for the National School Lunch Program.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 4 / 10

Weakness: No independent evidence is included regarding the level of support at the hearing.

Strengths: A slide show was presented and an outside speaker presented to the audience.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 8 / 10

Weakness: - -

Strengths: Documentation included of letters mailed to various school board members.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 9 / 10

Weakness: - -

Strengths: Detailed organizational structure of the governing body is evident. Organizational chart included of the proposed governing body.

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 8 / 10

Weakness: - -

Strengths: A detailed mission statement is included and includes appropriate stakeholders.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 8 / 10

Weakness: The school demographics subgroups should be sufficiently detailed to describe and identify the planned population to be served.

Strengths: The educational needs described in the application are very broad in scope and sufficient.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 9 / 10

Weakness: The application makes no mention of the school's ACSIP program and how it will be incorporated.

Strengths: The educational program described in the application is well detailed.

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 9 / 10

Weakness: The proposed objective lacks detail and the goals should be measurable in terms of expected outcomes.

Strengths: The academic goals and school performance objectives are aligned to the Arkansas Curriculum Frameworks.

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 9 / 10

Weakness: - -

Strengths: There is a program in place for teachers to align the curriculum to the frameworks and the program sequencing is taken into account in the curriculum.

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 8 / 10

Weakness: - -

Strengths: Specific data is provided for this item.

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 9 / 10

Weakness: - -

Strengths: Information and reports will be mailed and available to the community via the school website.

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 7 / 10

Weakness: The proposed lottery process may appear to lack objectivity in cases where the principal and board members select applicants.

Strengths: The weighted lottery process has been promise.

Legal Comments: Page 27 of the Application: "Weighted lottery will be used if the number of minority student application is below the state requirements, in the case of higher overall demand than the school capacity. We will promote and advertise sufficiently to make sure minority students including female students are adequately represented at the LISA Academy – Springdale."

Ark. Code Ann. § 6-23-306 does provide for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The application does not state what court order or federal law would require it to conduct a weighted lottery based on race in the initial enrollment process.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 9 / 10

Weakness: CEO/Superintendent job description does not include responsibility for supervision of business manager, or any financial reporting aspects of operating the charter school.

Strengths: The application shows collaborative and detailed planning in the selection of staff. The descriptions for the Business Manager and APSCN reporting coordinator positions are comprehensive.

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 8 /10

Weakness: Financial records (page 31) states: LISA Academy will use a Financial and Administrative Services..." This is vague. Additionally, the list of services appears to duplicate the responsibilities assigned to the Business Manager position. Clarification on this matter is needed.

Accounting (page 32) refers to the School Administrator. Please specify if this is the CEO/Superintendent position or the Business Manager position.

On page 32 of the application, the applicant states that the school will "establish and maintain a school fiscal accounting system ....to the extent the ADE determines is necessary to monitor charter school legal compliance". Charters are required to use the APSCN network and Pentamation software. This statement indicates the applicant might not clearly understand the APSCN network and Pentamation software.

Also on page 32, applicant states the school will conduct audits in compliance with "ADE's Special Supplement to Financial Accounting and Reporting Non-Profit Charter School Chart of Accounts". Charters are required to use the APSCN network and Pentamation software which implements the Financial Accounting Handbook. The applicant should revise this statement to comply with the required Handbook.

Page 33 of the application regarding Annual Audit Report (b) should identify the relationship between "each treasurer" and its appropriate organization. Also, regarding Annual Audit Report (c), the applicant states "If the board declines or refuses to approve the auditors report...." This statement indicates the applicant has a lack of understanding of the audit process.

Strengths: Descriptions are comprehensive.

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 8 / 10

Weakness: - -

Strengths: Audit process description is adequate.

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 8 / 10

Weakness: No statement of training or professional development noted.

Strengths: The school plans to participate in APSCN and plans to hire a coordinator.
The required statement is included.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet

these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 6 / 10

Weakness: - -

Strengths: The application gives detailed information about the building. The application states that the school will comply with ADA, IDEA, and all state and federal regulations. It also states that the school building will be in compliance with regulations regarding "facilities maintained, clean and in compliance with regulations governing asbestos control and hazardous chemical". Attached to the application is the lease agreement form.

Legal Comments: Page 35 of the application: "LISA Academy – Springdale will rent the building in a location which the Springdale School District is serving. The building is owned by Globe Leo, LLC. Building is 1 ½ years old. It has been used as retail space since being built. The owner has also agreed to rent more space to LISA Academy as the school enrollment grows in the subsequent years."

The application indicates that a 30,000 square foot building in Tontitown will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: 9/21/07

1. Charter School: Lisa Academy
2. Location: 1395 East Henri De Tonti, Tontitown, AR
3. General Observations: 45,000 sq. ft. facility. Building is two years old, formerly an automobile sales business and retail store. Extensive parking area. Will require extensive renovation.
4. Academic Suitability: N/A
5. ADA Accessibility: Must meet city and state codes
6. Life Safety Codes: Must meet city and state codes in order to receive occupancy permit.

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 9 / 10

Weakness: No professional services are included in the budget for related services under special education. The proposed budget does not include funding for Gifted and Talented program, although the plan indicates a coordinator will be hired.

Charter is not eligible for National School Lunch Program with current 501 (c) (3) designation. Must be Group Exempt to be funded separately under one 501 (c) (3). Insufficient funds were budgeted for meal service compared to proposed enrollment. Budgeted money for 135 meals per day, 300 expected enrollment. No Cafeteria/Kitchen facilities were described in the proposed structure.

Strengths: All program areas are covered in the objective area.

Charter will be located in Springdale, ample labor and possible vendors should be readily available.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 8 / 10

Weakness: The plan does not include definitive language on what will be done regarding parent involvement.

Strengths: The proposed plan in the application included good activities, if implemented.

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific

State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments:

a. Ark. Code Ann. §§ 6-15-1004, 6-17-309 and 6-17-401 and Section 15.03 of the Standards of Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to criminal background checks.

b. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk).

- This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

c. Minimum Schoolhouse Construction Laws and Standards (Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the Standards for Accreditation Rules) (concerning approval of building plans and standards for school construction).

- The requirements imposed by these laws and rules will not be waived, except as they may relate to owned property versus leased property.

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

- Attached to the application you will find a calendar, a facility use agreement, a signed Statement of Assurances form, and evidence of status as eligible entity.

- General Comment: Although the application is strong, it is not obvious within the text how the strategies and structure differ from the local public school offering.

- Application describes the APSCN reporting coordinator position. This position does not appear in the budget.

- Salary schedule is included.

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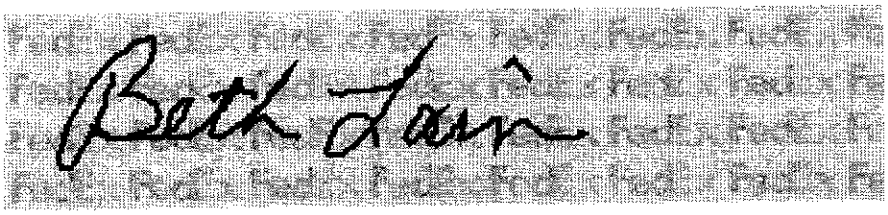

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"Embrace your Future"

October 22, 2007

Dr. Mary Ann D. Brown
Charter School Office
Arkansas Department of Education
4 State Capitol Mall, Room 305-B
Little Rock AR 72201

Dear Dr. Brown,

Enclosed please find our responses to the Open-Enrollment Public Charter School Application Evaluation Report for LISA Academy - Springdale.

If you have any questions or comments, please notify me at your earliest convenience.

Sincerely,

O. Ozmeral

Omer Ozmeral
LISA Foundation/Superintendent

RECEIVED
OCT 22 2007
CHARTER SCHOOL OFFICE

OBJECTIVE 1: Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school. Provide copies of any supporting evidence received.

Weakness: No independent evidence is included regarding the level of support at the hearing.

Due to 50 pages limit in application we were not able to give detailed information about the public hearing and submit all the supporting documents. I want to talk more about the public hearing meeting and I will attach the all related evidences.

A public hearing was held on August 27, 2007 at the Springdale Public Library. Mr. Omer Ozmeral, Superintendent of LISA Academy at Little Rock, was the speaker and he presented the educational concepts that LISA Academy at Little Rock has utilized for the last three years.

Many of the attendees were especially excited about the technological offerings at LISA Academy which will enable students to become well prepared for the 21st century workplace. These offerings include computer programming classes and clubs, web design, Excel, Word and PowerPoint, and attendees were also encouraged to learn that LISA Academy is the only school in Arkansas that is a Microsoft Certified Teaching Center. LISA Academy's enormously successful science fairs were also a subject for animated discourse, and LISA parents provided attendees with dynamic descriptions of the benefits their children have gained from actively pursuing excellence in their science fair projects.

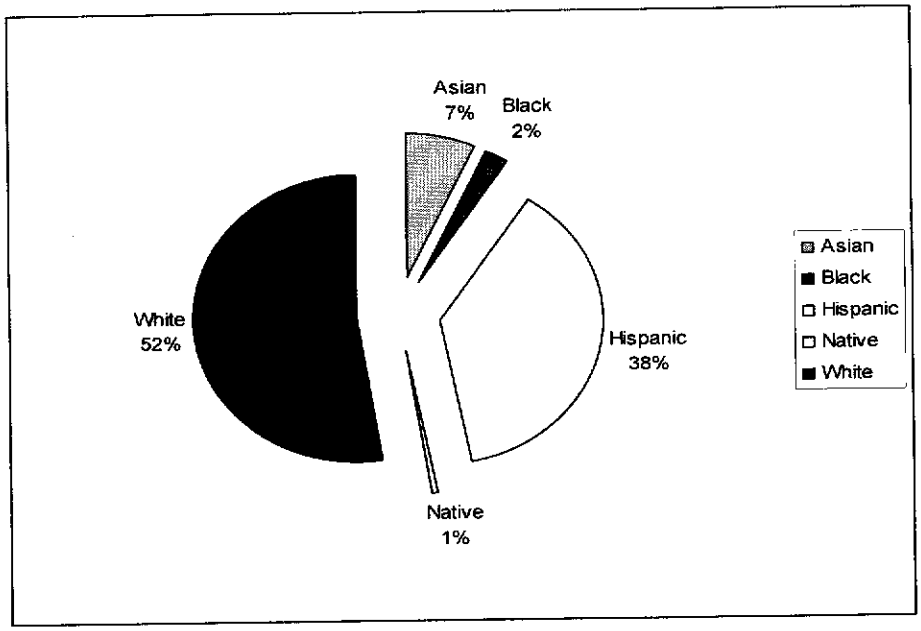
This meeting proved very useful in assessing the perspective of the community and expectations from such a program in the Springdale area, and the attendees were grateful for the opportunity to learn more about LISA Academy.

Public Hearing Participants & Charter supporters Sign-in Sheet is attached as Attachment #1
Meeting Room Reservation is attached as Attachment #2

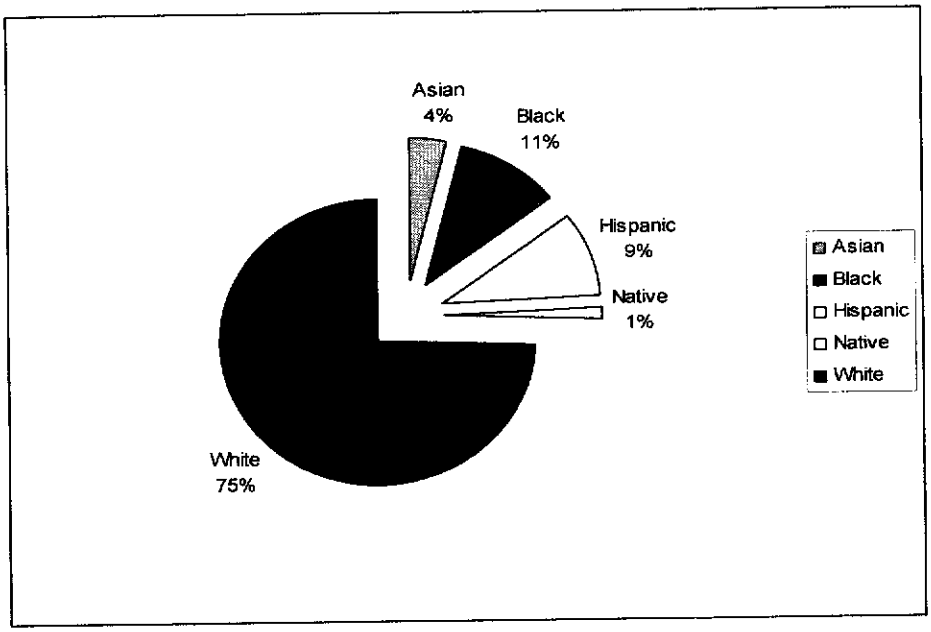
OBJECTIVE 5: Provide a description of the educational need for the schools
Weakness: The school demographics subgroups should be sufficiently detailed to describe and identify the planned population to be served.

LISA Academy – Springdale is planning to serve to two districts. Springdale School District and Fayetteville School District. The following tables and charts may give you an idea about the demographics subgroups of the districts that LISA Academy – Springdale will serve.

District_Name	Asian	Black	Hispanic	Native	White	Total
Springdale School District	1158	331	6258	93	8636	25500



District_Name	Asian	Black	Hispanic	Native	White	Total
Fayetteville School District	333	924	803	116	6320	9334



OBJECTIVE 6: Describe the educational program to be offered by the charter school

Weakness: The application makes no mention of the school's ACSIP program and how it will be incorporated.

LISA Academy at Little Rock has a great experience in preparing and implementing the plan in school and district wide. The proposed school LISA Academy – Springdale will also submit its ACSIP plan and will get technical assistance from LISA Academy at Little Rock if it is needed. LISA Academy – Springdale may also ask technical support from ADE.

OBJECTIVE 11: Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

When a lottery is required, each student will be assigned a number, and numbers will be selected at random by computer software or by the principal under the supervision of at least two members of the governing board, ***it will be open to public*** and the lottery date will be announced to parents so parents will have chance to observe the lottery process..

OBJECTIVE 12: Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Weakness: CEO/Superintendent job description does not include responsibility for supervision of business manager, or any financial reporting aspects of operating the charter.

Due to 50 pages limit in application we were not able to give very detailed information about job description of CEO/Superintendent. Superintendent will also supervise the business manager, or any financial reporting aspects of operating the charter school. A detailed job description of the superintendent is as follow :

CEO/SUPERINTENDENT/DIRECTOR: The CEO will serve as a curriculum leader of the proposed school and be responsible for the duties of Superintendent/Director, including the following duties:

Board Relations:

- Communicating and advising the Board
- Directing, hiring, discharging recommendations to the Board
- Implementing directives from the Board
- Prepare reports and assist the board in evaluating the effectiveness of school programs.
- Keep the board continuously informed on issues, needs, and operations.
- Prepare board agendas and meeting materials in cooperation with the board.
- Recommend policies to the board for adoption and oversee the implementation of adopted policies
- Prepare and submit annual proposed budget to the boards.
- Attend and participate in all board meetings except closed meetings.

Personal Managements:

- Serve as a liaison between the board and staff.
- Work with all advisory committees established by the Board
- Maintain authority over all employees and over programs they are responsible for implementing.
- Demonstrate skill in anticipating, managing, and resolving conflicts.
- Dealing with discipline and mediating conflicts between parents, students, and teachers.

School Improvement:

- Ensure that there is a continuous focus on improving student academic performance.
- Conduct periodic evaluations of all programs and operations to determine improvements needed to reach the goals of improvements plan.
- Promote a positive working environment that fosters high staff moral and excellence.

Management of Administrative ,Fiscal, and Facilities Functions:

- Be informed about all aspects of the instructional program.
- Develop and recommend pay-systems, pay increases, or pay adjustments for personnel.
- Develop administrative procedures and regulations to manage school operations.
- Be informed of developments in state, federal and local laws.
- Ensure compliance with all applicable state and federal requirements.

School or Community Relations:

- Develop and implement effective communication between the school and community.
- Promote community support and involvement with the school.
- Represent the school in activities involving other school systems, institutions, agencies, and professional or community groups.

Student Management:

- Work with staff, board, and community to plan and implement support services for students.
- Ensure a favorable education environment through the implementation of an equitable and effective system of student discipline management.

OBJECTIVE 13: Explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Clarifications:

LISA Academy- Springdale will hire a business manager and a APSCN coordinator. Business manager will be responsible from all financial services and will be the administrator of APSCN coordinator.

Business manager will be responsible from the following duties.

Account Payable Services: Check writing, posting account records, preparation year end report including 1099

Payroll: Check writing, preparation payroll tax deposits, electronic TRS deposits, preparation of required state and federal payroll tax reports, preparation W-2 forms

General Accounting: Maintenance of all financial records, bank reconciliation, preparation monthly financial statements

Budgeting and Forecasting: Preparation annual budget, projection of future state revenue, assistance in the preparation cash flow projection

APSCN: Preparation of the APSCN submission file for budget and data submission, maintenance of the financial records accordance of APSCN codes

Federal Funds and Grants: Maintenance of accurate records on all Federal funds and grants, monitor level of spending, electronic file request for funds

LISA Academy – Springdale will use the APSCN Financial and Student software and will comply with the required Handbook.

LISA Academy at Little Rock completed their audit reports successfully. They will share their experiences with other LISA Schools.

OBJECTIVE 15: Provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Weakness : No statement of training or professional development noted.

If approved by the ADE , LISA Academy – Springdale will be the second LEA that the LISA Foundation will be governing. LISA Academy at Little Rock has 4 years of experience in using APSCN financial and student software. LISA Academy at Little Rock APSCN Coordinator or Business manager may give the required training or LISA Academy – Springdale may ask ADE for training.

OBJECTIVE 16: Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years…

The LISA Academy – Springdale will begin with 300 students: 150 in grades K through 5 and 150 in 6 through 8. Grades 9 through 12 will be added one year at a time, with 50 additional students beginning at year two. Full enrollment will not exceed 500 students.

In order to serve projected student number, LISA Academy- Springdale will need an initial size of 20K-25K square feet school building. LISA Academy – Springdale is planning to add about 6-7 K square feet school area each year. At the end of its growing, the total leased area is expected to be about 41K square feet. For the first year, LISA Academy – Springdale will need 15-20 classrooms , 1 library, 6 office rooms, 4 restrooms, 4 Laboratories, 1 cafeteria

If ADE Board approves our proposal, LISA Academy – Springdale school building will be ready on may 18, 2008 and the building will be compliance with ADA, IDEA and all state and federal regulations.

OBJECTIVE 17: Describe the manner in which the school will make provisions for the following student services:

A) Guidance Program B) Health Services C) Media Center D) Transportation E) Food Services F) Special Education G) Alternative Education H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Weakness: No professional services are included in the budget for related services under special education.

$2000 will be budgeted under the professional service for special education.

Weakness: The propose budget does not include funding for GT although the plan indicates a coordinator will be hired.

The assistant principal who is in charge with the education will also be the GT coordinator.

LISA Academy at Little Rock food data shows that every student does not eat from the food that the school serving. Budgeted money for 135 meals was an estimate; we may change this number with our enrollment number.

LISA Foundation contacted to IRS in order to solve the funding problem for National School Lunch Program. IRS advised us to apply for the Group Exemption. LISA Foundation will apply for GROUP EXEMPTION from the IRS.

OBJECTIVE 19:

LISA Academy – Sprigdale is aware that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.

LISA Academy – Springdale will not ask a waiver for Ark. Code Ann. 6-17-920 (concerning examination of teachers' contracts by the county clerk).

OBJECTIVE 20:

Clarification :

The LISA Academy - Springdale will serve grades from K through twelve grades having maximum 500 students. The potential students enrolling LISA Academy - Springdale will come from all Springdale and Fayetteville area. As an open-enrollment charter school, LISA Academy - Springdale expects to draw majority of its students from throughout **Springdale School District , Fayetteville School District.**. Furthermore, LISA Academy - Springdale will meet all other obligations in hiring faculty and staff, maintain diversity in other areas of the desegregation order. LISA Academy - Springdale is also committed to abide all other federal and state civil rights laws.

RESPONSES TO GENERAL COMMENTS

- LISA Academy – Springdale will hire an APSCN Reporting coordinator and will add it to budget.
- LISA Academy – Springdale will have a following school model.

LISA Academy Schools have a unique and replicable school model

The school model is **rigorous** (prepares students for college), **relevant** (reinforces math and science skills) and is underpinned by a tight web of **relationships** (a strong culture reinforced by teachers and parents). Lisa's intended impact is for all LISA students to graduate high school ready for college and to enroll in 4-year colleges with the skills to succeed. LISA attributes its strong outcomes to three core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. LISA utilizes technology across all of these dimensions to reinforce its school model and curriculum.

Challenging curriculum

- Lisa's core curriculum meets the Smart Core program and offers honors and AP coursework
- The CPM, FAST curriculum challenges students just above their current level with scaffolding
- Students are grouped by their skills to maximize educational outcomes

Ongoing assessment

- Continuous assessment and prep exams promote high ACTAAP pass rates
- LISA teachers are given flexibility in teaching and are not constrained by the testing focus

The mandatory use of the technology-enabled student database by teachers allows for information to be consistently updated

Culture of high expectations

- Focus on constructive competition enables academic achievement to be the primary student focus
- The "discipline point system" allows teachers to focus on instruction, not on discipline
- The student database allows students, teachers and parents to access and monitor discipline history
- Character education cultivates a community of respect

LISA is strengthening its school model by further developing and codifying its college-preparatory curriculum, fine-tuning its method of grouping students according to their skills, bolstering the professional development available to teachers/administrators, and outlining a consistent parental engagement strategy. LISA has allocated responsibilities for these initiatives and will be monitoring progress over the years.

Finally, LISA will hold its students, teachers and administrators accountable to a set of challenging metrics to gauge progress against its intended impact. Lisa's intended impact whereby students; 1) graduate high school prepared for college; 2) have college ready support; and 3) enroll in four-year colleges

LISA Foundation would like to share with you how its system became very successful just in 4 years with LISA Academy at Little Rock. Please see **Attachment #3**

LISA Academy at Little Rock Parents' letters about how their kids education changed in our school is also attached as **Attachment #4**

Attachment #2

Room Reservation

SPRINGDALE PUBLIC LIBRARY
405 S. PLEASANT ST.
SPRINGDALE, AR 72764

☐ **Shiloh Room** ☑ **Children's Auditorium**

Name of Group LISA FOUNDATION

Contact Person Emin Cavusoglu Phone (501) 539 1348

Date Needed August 25th

Time (am or pm) Begin 11:00 a.m. End 1:00 p.m.

(Programs cannot begin before 9:30 a.m. and cannot end later than 7:30 p.m. Monday through Thursday; cannot begin before 9:30 am and cannot end later than 4:30 pm on Saturday; and, cannot begin before 1:30 pm and cannot end later than 4:30 pm on Sunday)

Estimated Number of Attendees 10 to 50 people
(Maximum occupancy for Shiloh Room is 46 people; maximum occupancy for the Children's Auditorium is 74 people.)

Please check whether you will need these items:	YES	NO
VCR/DVD/TV		✓
Overhead projector		✓
Whiteboard		YES.

(Groups will need to provide their own markers, chart pads, and other similar supplies)

Will you be having beverages or food? If yes, explain

No.

I have read and agree to the conditions stated in the meeting room policy.

Signature of person making reservation

July 20th, 2007
Date

Cancellation Information

Date Cancelled ____ No Show ____ Staff Initials ____

Person Making the Cancellation ____

Telephone ____

Attachment #5

21 Corporate Hill Dr.
Little Rock, AR 72205

Tel: (501) 227-4942
Fax: (501) 227-4952
www.lisaacademy.org

"Embrace your Future"

LISA Academy

LISA Academy, Little Rock's public charter school now in its 4th year, has already been recognized in the math, science and technology community. Our rigorous and tuition-free college preparatory curriculum is designed for students from diverse academic and cultural backgrounds. In addition, we offer hands-on science labs, state-of-the-art equipment, and a bright, clean and safe environment. We also offer parents the opportunity to monitor assignments and progress through on-line, personal web-sites for each student.

Our faculty is dedicated to providing the highest quality education in an environment that emphasizes structure, self-discipline and attention to detail in all academic and social interactions. Free tutoring is provided, as needed, for all students. The Advanced Placement students are offered additional fast-track classes and specialized groups to keep their academics at a challenging level. Our curriculum utilizes College Preparatory Mathematics and The Foundational Approaches in Science Teaching, both designated as "Exemplary" programs by the U.S. Department of Education.

Rounding out the academics is a staff that is young, fun and full of energy, organizing events, activities and field trips for the benefit of LISA Academy students. A highlight of our school is the Home Visit program, where our staff members visit the homes of students and their families. The goal of this program is to strengthen relationships between students, parents and teachers, resulting in improved grades and steady attendance.

LISA Academy is a small school with a grand vision, where the faculty is exceptional, the students are eager, and the parents are always welcome!

NATIONAL AND STATE TESTING RESULTS

2006-2007 ARKANSAS STATE BENCHMARK EXAMS

	Math		Literacy	
	LISA	STATE	LISA	STATE
6th Grade	82%	68%	81 %	60%
7th Grade	81%	58%	81%	57%
8th Grade	75%	48%	93%	63%

ACT 8th GRADE EXPLORE TEST: 2005-2006 LISA Academy above National Average in all subjects.

2005-2006 ARKANSAS STATE BENCHMARK EXAMS

	Math		Literacy	
	LISA	STATE	LISA	STATE
6th Grade	72%	57%	68%	59%
7th Grade	71% (2nd place in state)	50%	69%	53%
8th Grade	70% (2nd place in state)	44%	82%	66%

2005-2006 END OF COURSE EXAMS (EOC)

	LISA	STATE
Geometry	98% (1st place in state)	60%
Algebra I	78%	65%

2005-2006 STATE IOWA TEST RESULTS

	LISA	STATE
6th Grade	65%	52%
7th Grade	72%	50%
8th Grade	70%	49%
9th Grade	59%	49%

ACT 8th GRADE EXPLORE TEST: 2004-2005 LISA Academy above National Average overall

2004-2005 ARKANSAS STATE BENCHMARK EXAMS

	Math		Literacy	
	LISA	STATE	LISA	STATE
6th Grade	46%	43%	64%	57%
7th Grade	60%	43%	73%	50%
8th Grade	40%	33%	66%	57%

2004-2005 STATE IOWA TEST RESULTS

	Reading		Concept & Est.		Prob. Solv. & Data Int.	
	LISA	STATE	LISA	STATE	LISA	STATE
6th Grade	58%	54%	59%	54%	60	55
7th Grade	71%	52%	66%	55%	66	54
8th Grade	62%	53%	48%	54%	56	49

SCHOOL AND ACADEMIC ACHIEVEMENTS

LISA Academy named a NATIONAL CHARTER SCHOOL OF THE YEAR

Washington, D.C., May 16, 2007 – The Center for Education Reform (CER), the nation's premiere education reform group, recognized LISA Academy as a National Charter School of the Year, an honor given to 53 charter schools from across the U.S. at a special awards ceremony in Washington, D.C.

SCHOOL-WIDE SCIENCE FAIR

Required event for all LISA students – excellent preparation for learning the scientific method and presentation skills

CENTRAL ARKANSAS REGIONAL SCIENCE FAIR

2004-2005

- Total of 35 Awards: 16 Regional Awards, 10 Junior Academy of Science Awards, 9 Special Awards

2005-2006

- Total of 74 Awards (more than any other school in the region)
- 30 Regional Awards, 23 Junior Academy of Science Awards, 17 Discovery Channel Young Scientist Challenge Semi-Finalists, 4 Special Navy Awards

2006-2007

Middle School:

- Total of 78 Awards
- 3 Overall Winners; 29 Category; 15 Discovery Channel Young Scientist Award; 2 U.S. Navy Awards; 2 AR Chapter of the American Fisheries Society Awards; 27 Junior Academy of Science Category Winners

Senior Division (we had only 9th & 10th grades available this year):

- Total of 12 Awards
- 5 Category Awards; 1 U.S. Navy Award; 6 Junior Academy of Science Category Winners

The Intel ISEF Nominations: 2 students nominated
State Science Fair Nominations: 4 students nominated

MATHCOUNTS--LISA ACADEMY WINS 2005-2006 STATE MATHCOUNTS COMPETITION

2004-2005

- 3rd Place Team in Chapter MathCounts Competition; 7th Place Individual in State MathCounts Competition

2005-2006

- LISA Academy wins First Place in Chapter MathCounts Competition 2006
- LISA Academy wins State MathCounts Competition 2006
- LISA Academy joins other top Arkansas students to bring home an award for placing *12th in the NATION* in 2006 MathCounts National Competition
- LISA Academy's math teacher was the Arkansas coach for the MathCounts team that garnered 12th place in Nation for the 2006 National Competition

2006-2007

- LISA Academy wins First Place in State MathCounts Competition 2007
- LISA Academy student took 5th place in the National MathCounts Competition in Fort Worth, competing against 227 other middle school students in this prestigious competition.
- The Arkansas State MathCounts Team was represented by a team comprised solely of LISA Academy students, and Arkansas State took 23rd place in the National Competition among the 57 states and territories.
- LISA Academy's MathCounts Team interviewed on Channel 7 News at Daybreak

AMERICAN MATHEMATICS COMPETITIONS (AMC 8 AND AMC 10/12)

LISA Academy Math Team participated in the 2005 AMC 8. A total of over 170,000 students from approximately 2200 schools participated in 2005 AMC 8.

- Three students received Distinguished Honor Roll Certificate (**students who score in the top 1% in the nation**)
- Six students received Honor Roll Certificate (**students who score in the top 5% in the nation**)
- LISA Academy qualifies for AMC 8 Honor Roll
- LISA Academy student receives 1st Place in AMC 10A and AMC 10B Competitions

AMERICAN INVITATIONAL MATHEMATICS EXAMINATION (AIME)

- Two LISA Academy students qualified for AIME

UNITED STATES OF AMERICA MATHEMATICS OLYMPIAD (USAMO)

LISA Academy student qualified to take USAMO, selected from about 500 of the top scores from the prior AIME and AMC-12A, AMC-12B, AMC-10A AND AMC-10B contests in the United States

ARKANSAS COUNCIL OF TEACHERS OF MATHEMATICS COMPETITION

- ACTM Regional Math Contest 1st Place – Algebra I & ACTM State Math Contest 1st Place – Algebra I

2006-2007 DUKE UNIVERSITY TALENT SEARCH

- Four of LISA Academy's 7th grade students received scores that resulted in an invitation to the Grand Recognition Ceremony at Duke University
- Fourteen students qualified for State Recognition

QUIZ BOWL TEAM

- LISA Academy Sr. High Quiz Bowl Team wins 1st Place in the Regional Quiz Bowl Competition 2007
- LISA Academy Jr. High Quiz Bowl Team wins 1st Place in the State Competition 2007

COMPUTER ACHIEVEMENTS:

- LISA Academy is the only Middle/High School in Arkansas to qualify as a Microsoft Office Specialist Authorized Testing Center
- LISA Academy is the only Middle/High School in Arkansas to qualify as an Internet and Computing Core Certification Authorized Testing Center

YOUNG ARKANSAS ARTIST'S EXHIBITION INVITATION (2004-2005 AND 2005-2006)

2006 AFLTA FOREIGN LANGUAGE FESTIVAL

The Arkansas Foreign Language Association organized this festival and LISA Academy, with more than 50 schools around Pulaski County, participated in this event. This was our first year participating in four different Spanish Language categories:

- 1st & 2nd Place: Poetry Recitation, I Level
- 1st Place: Vocabulary Bee, Heritage Level
- 3rd Place: Extemporaneous Speaking, Heritage Level
- 1st & 3rd Place: Extemporaneous Speaking, I Level
- 3rd Place: Extemporaneous Reading, I Level
- 2nd Place: STATE in Poetry Recitation, I Level

2007 AFLTA FOREIGN LANGUAGE FESTIVAL

State Level Results:

- Two 1st Places: Contemporaneous Reading
- Two 2nd Places: Poetry Recitation
- Two 2nd Places: Vocabulary Bee
- One 3rd Place: Poetry Recitation

Distinguished Level Results:

- Eight for Poetry Recitation
- One for Poetry Recitation and Art

GEOGRAPHY BEE – LISA Academy student qualified to represent school at the state level

DUKE UNIVERSITY TALENT IDENTIFICATION PROGRAM

Congratulations to LISA Academy student awarded one of 21 2006 Merit Scholarships to the Duke University Talent Identification Program's Summer Studies Program.

Family, Friends, Volunteers, Staff & Special Events

LISA Academy students, families, volunteers and staff are truly special to our school, and play an integral part in maintaining the spirit of community.

- "Cookin' up Culture" – LISA Academy's annual *International Food Festival!*
- Granite Mountain Quarry field trip
- S.T.E.P. (tutoring/encourager program)
- 6-Flags Over Texas reward trip for Regional Science Fair participants
- Science Fair Awards Banquet
- Movie Nights for each grade
- School Dances
- Library Book Drive (over 6,000 books raised!)
- Soccer Club
- Plant & Flower Sale
- Volunteer Appreciation Night
- Homeroom Basket Auction
- Talent Shows
- Coffee Shop tutoring, Home Study groups & Library Focus groups
- Picnics, soccer & awesome BBQ at Pinnacle Mountain State Park
- Adventure Club outings to Petit Jean State Park, Old Mill, Funky Java Coffee Shop, and Memphis
- Teacher Appreciation Gourmet Luncheon
- Volunteer-made appetizers for Staff Meetings (voted "most delicious" staff meeting!)
- Anti-Drug Seminar
- Parent Internet Training Class (free!)
- Internet Presentation by NLRPD Special Investigations Unit
- After school clubs

2006 WEST PULASKI BASKETBALL TOURNAMENT

LISA Academy's Junior High and 6th Grade Boys Basketball Teams won their championship matches in 2006 West Pulaski Basketball Tournament.

EXCITING FIELD TRIPS

LISA Academy believes that a well-rounded child is a happy child, and seeks to develop students' knowledge of their communities and the world around them by offering an exciting array of field trips.

- National Civil Rights Museum (Memphis)
- NASA (Texas)
- Moody Gardens (Texas)
- Funky Java Café Poetry Slam (Arkansas)
- Maritime Museum (Little Rock)
- Good Shepherd Nursing Home (Little Rock)
- MacArthur Park Museum (Little Rock)
- Petit Jean Historical Landmarks (Arkansas)
- Children's Theater (Little Rock)
- CALS Research Library (Capstone project for English)
- Good Earth Garden Center (Little Rock)
- OmniPlex Science Museum (Oklahoma)
- Cowboy Hall of Fame Museum (Oklahoma)
- Oklahoma City Memorial (Murrah Building, Oklahoma)
- International Field Trip to 3 countries
- Clinton Presidential Library (Little Rock)
- University of Arkansas at Fayetteville Tour for High School Students

Attachment #4

10/17/07

Lisa Foundation
21 Corporate Hill Drive
Little Rock AR, 72205

Dear Lisa Foundation,

I am the proud parent of a special needs child who is currently attending Lisa academy. I was told that this child would never walk or talk. However my child has overcome area of walking and talking and my next challenge was trying to get a great education base on her needs. Lisa Academy has assisted me with this challenge in providing an education to my child. My child upon arriving at Lisa academy was delayed in many areas such as reading and math and coordinating to work computers and social skills. She was very dependent on others and lack confidence due to her situations. Since being a student at Lisa academy many strives has been made improvement has been shown. The teachers have assisted me with this challenge and I am so grateful for Lisa Academy and the staff for what they are doing in the Life of my child. Thanks to all who have help with this endeavor and stepping and assisting me with this challenge.

Sincerely,

Ms. Contonnia Brown

October 19, 2007

Dear Mr. Ozmeral,

I am writing this email to commend LISA Academy and teachers for a job well done. My grandson enrolled in LISA the first year it opened, over three years age, when he was in the 7th grade. He is now in the 10th grade and his little sister started this year (6th grade). LISA is a school of high standards and commands students with the same sense of excellence. I do not know if classes are smaller than at other schools or if the teachers are just taking additional time with students to ensure that, they are truly learning. I do know that there is sometimes mandatory and elected tutoring. However, I do not know if this is the reason for this high achievement. I could just be the Charter School approach, although I am sure different Charter schools operate differently. Whatever it is works and I am very happy about it.

My grandson has some special needs, so of course initially we did not know if LISA was going to work for him. However, they have made it work for him and other students with special needs as well as for the high achieving students who have no special academic or emotional learning requirements. A student's self-esteem can really be torn down when they feel that they are not as smart as other students. LISA does not single those students out, nor do they call attention to these special needs in front of other students. They are helped separately even to the point of getting additional resources outside of regular class thus not singling them out. This one thing helps all students, especial those with special needs, gain confidence. This was something that we did not experience in the Little Rock School District.

LISA's student enrollment is very diverse as well as the teachers. Academics are highly stressed at LISA. Along with the high expectations for academics, students are taught respect and made accountable for their actions. Students wear uniforms and fancy dress is not a distraction to the learning process. There are clubs, which promotes a well-rounded education; but sports and club activities do not held higher than education. Emphasis on academics is put on the front burner. For example, projects, such as, science fair is introduced in the 6th grade. The process for research, documentation, testing and observations, and report generation are taught early and emulated each year. Thus, by the time these students enroll in college they can follow, with little or no modifications, this same process in generating college level reports.

I cannot say enough about how pleased with the job that is being done at LISA Academy and I want to encourage everyone to continue the good work. I especially appreciate the extra attention that is given to my grandchildren.

Sincerely,

Shirley Bell

October 17, 2007

LISA Foundation
21 Corporate Hill Road
Little Rock, Arkansas 72205

Gentlemen:

As parents of a child who attends LISA Academy, we are so happy with the hard work you have done to ensure that your students are not only well educated, but also learn how to celebrate the multi-cultural environment that makes up the student body.

Nathan has attended public school from kindergarten thru sixth grade. We were faced with putting Nathan in a private school for seventh grade and were preparing to do so, when a friend mentioned how wonderful her child's school was. Needless to say, we are so grateful that Nathan "shadowed" with a student from LISA and after a family discussion, made the change. It is a change we have never regretted.

We have been amazed to see his how much his test scores have increased since coming to LISA. Your teachers are to be commended and we thank you so much for the countless hours you give to LISA students and parents.

Kindest Regards,

Rick and Margie Davis
Parent of Ninth Grader Nathan Davis

Dear Mr. Ozmeral

I consider LISA Academy to be a successful opportunity for my child. She has attended the school since it opened in 2004, and she will graduate from it in 2010.

While this school offers the basics, such as basketball, music and the arts, academic and social clubs; it also offers so much more.

Students are encouraged to perform at the height of their ability. This is accomplished through the learning environment, individual attention and tutoring, as well as class placement. This class placement enables the students to work at a pace designed to promote excellence, while eliminating boredom. The school has a program that has allowed my daughter and me to be guests at some of the teachers' homes, as well as having some of the teachers come to our home. This is set up as a benefit for parents, teachers, and students to work together to meet the needs and goals of the student. This program involves participation of all parties in order to make the most of a student's education. This exchange of ideas in an open and relaxed manner enable the LISA Academy to get better and better every year.

As for the annual science fair, which is always a shining moment for the individual students and the school as a whole, preparation is encompassed by all classes. This is not a "science" project, but rather an opportunity to show the need for Grammar, Science, Art, and a student's creativity interrelating. It allows guidance in each area, which comes together in an award-winning competition. The interrelation of the basic knowledge needed, when applied in this manner, creates an exciting feeling and a useful understanding of "the big picture" as a whole academically.

The LISA Academy has put together a well-designed and coordinated school program that allows my daughter to excel, and that allows me the luxury of knowing that I made the right decision in my daughter's education.

Thanks,
Karen Hurst
501-772-0888

Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 15, 2007

Sally L. Wilson
851 West Semmes
Osceola, AR 72370

Re: Notice of Consideration/State Board Meeting
Osceola Communication, Arts and Business School

Dear Charter Applicant and Affected School District(s):

The consideration of your charter application by the State Board of Education (State Board) will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

RECEIVED
OCT 16 2007
CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts

Superintendent Gary Compton, Bentonville School District
School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
Superintendent Alvin Lievsay, Huntsville School District
School Board President Dale Phillips, Huntsville School District
Superintendent Wayne Thompson, Lee County School District
School Board President Pearlethe Collins, Lee County School District
Superintendent Frank Holman, Lincoln School District
School Board President Gary Morris, Lincoln School District
Interim Superintendent Linda Watson, Little Rock School District
School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
School Board President Michael Williams, Marvell School District

Superintendent Barry Scott, McCrory School District
School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
School Board President Trent Cox, North Little Rock School District
Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
Superintendent Don Collins, Palestine-Wheatley School District
School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
School Board President Tyrus R. Reed, Prairie Grove School District
Superintendent James Sharpe, Pulaski County Special School District
School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

ARKANSAS STATE BOARD OF EDUCATION
POLICY OF PROCEDURES FOR HEARING
CHARTER SCHOOL APPEALS AND APPLICATIONS

1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the proposed charter school to the State Board.

2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school.

3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.

4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

BOARD OF EDUCATION

Steve Brothers, President
Michelle Weldon, Vice President
Ollie Collins, Secretary
James Baker
Sylvester Belcher
Carroll Smith
Sally Wilson

Osceola Public Schools

MEMBER NORTH CENTRAL ASSOCIATION

MILTON WASHINGTON, Supt.

2750 West Semmes
P.O. Box 528
Osceola, Arkansas 72370
870 / 563-2561
Fax: 870 / 563-2181

September 28, 2007

Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

The Osceola School Board held a noon meeting on September 28, 2007, to discuss the Osceola Communication, Arts, and Business School (OCABS) open-enrollment charter school application.

The board decided to support the charter application. However, the Osceola School District will not provide any contracted services.

Sincerely,

Steve Brothers
School Board President

RECEIVED
SEP 28 2007
CHARTER SCHOOL OFFICE

Via Certified Mail to:
State Board of Education
Arkansas Department of Education
Charter School Office
#4 Capitol Mall, 305-B
Little Rock, AR 72201

Date: June 29, 2007

Copies mailed via certified mail to:
Osceola School Board of Directors

Letter of Intent to Apply for an Open-enrollment Public Charter School

Name of Eligible Entity which intends to apply for a charter:
Osceola Communication, Arts and Business School, OCABS

Contact person:
Sally L. Wilson
851 W. Semmes
Osceola, AR 72370

Sally L. Wilson
(signature)
870.563.5582 (phone and fax)
sallylwilson@hotmail.com

Congressional District: 1—First

Description of eligible entity: Not for profit, educational organization

Name of proposed school: Osceola Communication, Arts and Business School, OCABS

Location of the proposed charter school: Osceola, AR

Grade levels of students to be served: K-12

One-paragraph description of the purpose or special emphasis of the proposed school:

The Osceola Communication, Arts and Business School is K-12, non-traditional program (open to students up through 21 years of age) that utilizes a partnership approach to education between stakeholders including students, parents, school personnel, the local Chamber of Commerce, the community college and the local school district. Unique delivery methods include a year-round school calendar with additional instructional days plus "Step-up camps" for students who are not proficient on Benchmarks, EOC and Literacy exams. OCABS will immerse the parents and guardians by implementing "Family School" on Tuesday evenings and Saturdays. This approach will synchronize the energies of the students, staff, community and families. The partnership will focus on developing effective study skills, efficient work ethic, team building and problem solving. The school will incorporate the curriculum in three clusters: communication, arts and business, in three trimesters. This approach will provide students with a clear and realistic focus for setting long and short term goals and a greater sense of relevancy in the global marketplace.

RECEIVED
JUL 02 2007
CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Ms. Sally Wilson,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed. D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
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Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Proposed School: Osceola Communication, Arts & Business School

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application: The Charter included their Articles of Incorporation as a Non-profit Organization. No application to the IRS.

Legal Comments: Page 2 of the application, the applicant indicates that the sponsoring entity, Osceola Communication, Business and Arts, Inc., is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. No proof of 501(c) (3) status was found in the application. A check of the IRS website found no 501(c) (3) status listing for the sponsoring entity.

According to Section 14 of Act 736 of the 2007 Regular Session of the 86th General Assembly, amending Ark. Code Ann. § 6-23-303, a charter applicant must establish the entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 7 / 10

Weakness: The applicant did not provide specific information on the results of the public hearing.

Strengths: Application included excellent information concerning High School drop-outs.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 7 / 10

Weakness: - -

Strengths: The applicant meets the requirements specified in the application document.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 5 / 10

Weakness: The application does not define or describe the role of the administrators, faculty, parents, students, or community members in the leadership and decision-making of the school.

Strengths: The description of the governing structure regarding the board composition, selection process, and their responsibilities was adequate.

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 6 / 10

Weakness: The mission statement is unclear. Is the mission to provide students with a clear and realistic focus for setting long and short term goals for a greater sense of relevancy?

Strengths: Good information on area demographics and information on research regarding High School dropouts.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 4 / 10

Weakness: The need statement for the school does not address any specific area demographics to support the need for the school; including K-12 information, or how area programs designed to address the student population are working.

Strengths: - -

Legal Comments: Application, page 16: "OCABS may offer on-line classes for homebound students with on-campus support for students who have responsibilities at home and cannot come to the campus on a regularly [sic; probably should be "regular basis"]."

Section 24 of Act 1420 of the 2007 Regular Session of the 86th General Assembly requires the Department of Education to notify the State Board of Education by July 1, 2007, of the maximum number of students (up to 500) that the State Board of Education shall allow to enroll and attend any open-enrollment charter school that uses internet, long-distance or virtual technology as the primary method of teaching. The State Board of Education has already approved an open-enrollment charter for the maximum number of students permissible under this Act for the Arkansas Virtual School.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 3 / 10

Weakness: The application does not show the presence of a minimum K-12 academic program as cited in the general information section. The application does not address ACSIP.

Strengths: - -

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 5 / 10

Weakness: Although the applicant indicates the assessments will be administered; the testing does not apply for the grade levels that are targeted. The GED test will be used as measurement of student graduation requirements.

Strengths: - -

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 3 / 10

Weakness: No. Courses will be taught by certified elementary teachers according to the application.

Strengths: The applicants have developed an excellent collaborative approach to address the needs of students who have dropped out of school without employability skills.

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 2 / 10

Weakness: No data provided.

Strengths: - -

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 5 / 10

Weakness: Provides minimal information on the details included in the reports identified.

Strengths: - -

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement

that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 5 / 10

Weakness: The "promotion fair" may inspire children who are at-risk of school failure to "dropout" of traditional public school for this program.

Strengths: The applicant outlines a random selection process for the lottery.

Legal Comments: On page 24 of the application, the applicant states that "OCABS enrollment is limited to dropout students, so if the Osceola District claims that the student as [sic; should be "is"] a current OHS student, his/her enrollment form will be declined. The exception may be made if the Osceola School superintendent releases the student to attend OCABS".

Such an enrollment limitation is not in keeping with the requirement of nondiscriminatory admission of students. All children must be given an equal opportunity to attend the charter school. While OCABS may have a "focus" of desiring to assist students who have dropped out of school, it must market its school to all segments of the community.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 8 / 10

Weakness: The application does not list the number of positions in each category with the exception of the director's position. However, these numbers are reported on the budget page of the application.

Strengths: The job descriptions are detailed and comprehensive. The applicant provided sufficient detail on this objective.

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 7 / 10

Weakness: - -

Strengths: The application adequately describes how the school will conduct its business office and the personnel assigned those duties. In addition, the application describes the budget approval process by the board.

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 7 / 10

Weakness: - -

Strengths: The description of the audit procedure is adequate.

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 8 / 10

Weakness: - -

Strengths: The application does provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule. In addition, the application lists the positions in the job description section that will have the responsibilities for entering and maintaining the school's financial and student data.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 6 / 10

Weakness: - -

Strengths: The application provides the geographical location and specifics for the building. It also includes a signed copy of the lease agreement form.

Legal Comments: The application indicates that a portion of a former manufacturing plant owned by the City of Osceola will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: 9/20/07

1. Charter School: Osceola Communication, Arts and Business School OCABS
2. Location: 1425 Ohlendorf Road, Osceola AR
3. General Observations: 700, 000 sq. ft. facility. Propose to lease 35,000 sq. ft. Building is a former Fruit of the Loom factory. Brick building, metal roof and deck. Big parking lot with space for student drop-off and pick-up. Interior space is mostly open. Will require extensive renovation.
4. Academic Suitability: N/A
5. ADA Accessibility: Must meet city and state codes. Entrances and restrooms are accessible.
6. Life Safety Codes: Must meet city and state codes in order to receive occupancy permit. Building has a sprinkler system.

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 8 / 10

Weakness: The applicant should provide the referenced handbooks for review to the Department of Education.

The applicatien states that the school will contract with the Osceola School District to provide several of these services. However, no evidence of such support was provided.

This charter cannot be funded at this time for the National School Lunch Program. USDA guidelines require a 501 (c) (3) status prior to approval for the National School Lunch Program. The application indicated the use of student labor in the kitchen; however labor laws may forbid this. How will the supper meal be financed and provided? NCLB only covers breakfast, lunch, and an afternoon snack. Kitchen hours are from 7:00 a.m. - 10:00 p.m. However, it may be difficult to find staff to work these hours. Child Nutrition Unit cannot fund after school snacks at this facility as after school snacks must be served after the end of the declared school day. The charter's school day would be from 7:00 a.m. - 10:00 p.m. therefore, the snack would need to be served after such time.

Strengths: This description of food service showed unique insight. A plan for implementing the National School Lunch Program once 501 (c) (3) status is obtained is outlined. Proposed facility includes an equipped kitchen in working order (leaser guaranteed). Sufficient money budgeted for meal service. Charter is eligible for reimbursement of meals served to children at this facility (no age concern, per USDA regional office clarification).

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 1 / 10

Weakness: The information requested is not provided.

Strengths: Students for the most part would be responsible for themselves; however, the contact information in the event of an emergency is appropriate.

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments:

a. Ark. Code Ann. § 6-15-902 ("Uniform grading scale"): § 6-15-902 applies to public secondary schools; it may be used by public primary schools. As to grades 9–12 and to the extent that § 6-15-902 is applicable to grades K-8, its use may be waived as to non-core (i.e., elective) courses only.

b. Ark. Code Ann. § 6-16-124 (Arkansas History – Required Social Studies Course) "OCABS students should not be required to make this half credit up if they did not take the course in 7th or 8th grade."

- Such a waiver cannot be granted to the extent it affects high school graduation requirements, accountability and compliance with providing the thirty-eight (38) units of credit. See Ark. Code Ann. § 6-23-401(b).

c. Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the ADE Rules Governing Standards for Accreditation (concerning approval of building plans and standards for school construction).

The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

- The state foundation aid for the 2007-08 school year is $5,876 per student which would generate $881,400 based on an enrollment of 150 students which is $41,850 more than what is shown in the application budget.

- It appears that the state foundation aid has been added in twice in obtaining the TOTAL REVENUES of $2,823,420. The figure is overstated by $839,535.

- By correcting the amount per student to $881,400 and subtracting the double addition of the state foundation aid error, the total available estimated revenue would be $2,025,750. The total estimated expenditures are $2,689,072 resulting in a budget deficit of ($663,322).

- It is recommended that this applicant revise the budget and resubmit.

- The application is for a K-12 school; however, all of the components are identified for students who have dropped out of school, and targeted for a secondary population. The applicant needs to clarify who the student body will include.

- An ALE school, in the respective school district, may be a more appropriate school environment for the defined population.

- The school calendar, facility use agreement, budget template, and evidence of status as eligible entity are available.

- Proposed salary schedule for both administrative and teaching positions is included.

- The Statement of Assurances is included.

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Company OCABS

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October 16,2007

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Osceola Communication, Arts and Business School

P. O. Box 94
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Response to ADE Evaluation Report of OCABS' Application Dated October 3, 2007

Dear ADE Staff,

First, thank you for your attention to the detail that you took when you evaluated our application. We appreciate your input. We would be remiss to not also thank the local Osceola School Board for voting to support this OCABS Application. We realize that local school board approval of an open-enrollment public charter application is unique. A benefit of the local board approval is that we should be exempt under applicable law from an appeals hearing before the State Board on November 5th and 6th.

Second, we hope that this written response sufficiently addresses the areas where you had questions. We realize that your time is valuable, so we have in this response, kept our words limited and, hopefully, on point. In an effort to reduce the length of this response, we have not included objectives where you rated us "Excellent, 8-10 points". Nor have we included objectives where you did not list any weaknesses.

Eligible entity status:

"Legal comments: …A check of the IRS website found no 501(c) (3) status listing for the sponsoring entity. According to Section 14 of Act 736 of the 2007 Regular Session of the 86th General Assembly, amending Ark. Code Ann. §6-23-303, a charter applicant must establish the entity's status as a tax-exempt organization….prior to the first day of its operation with students."

At the charter school applicant training, sponsored by ADE on July 20th, the ADE staff coached us on this new law. I believe that we are following the instruction on the new requirements. We submitted a copy of the Articles of Incorporation as a Non-profit Organization—just as Dr. Brown instructed us to do. Legal counsel's comment, we assume is to remind us that our sponsoring entity must have its IRS approval by our proposed mid-August school opening. We report that 1) we understand the new requirements completely; 2) the IRS representatives have explained that the process should be completed within five months, and 3) if the State Board approves our application, the IRS can expedite the approval and shortening the approval time to a few weeks.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Revised 10/22/07

RECEIVED
OCT 22 2007
CHARTER SCHOOL OFFICE

We appreciate the rating of "Adequate, 7 points", and your compliments to our research regarding high school drop outs. Your concern stated, "The applicant did not provide specific information on the results of the public hearing."

As a result of the unanimous support garnered during the public meeting, the attendees spread the good word about OCABS and spurred more support for OCABS. Several attendees signed our volunteer sheet. These volunteers visited with local school board members about the importance of their vote to support OCABS. With their help, we rallied the local school board and won their support and encouragement which resulted in more support and enthusiasm from public and community leaders. As a result of the attendees' efforts, the Osceola School Board voted to support the OCABS application on September 28th. Also, the community support has soared. The enthusiasm has grown to such a point that we anticipate that we may enroll 200 students this fall (as reflected in our revised attached budget).

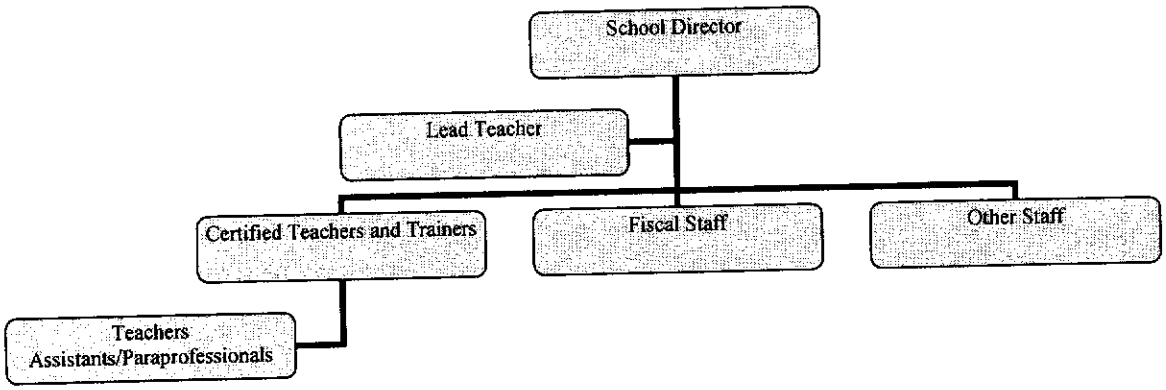
OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

We received a rating of "Adequate, 5 points". We appreciate your compliments about our governing structure regarding the board composition, selection process and their responsibilities. Your concern stated, "The application does not define or describe the role of the administrators, faculty, parents, students, or community members in the leadership and decision-making of the school applicant."

We submit this information taken from the draft of the OCABS Operating Manual.
The Role of the Administration, Faculty, parents, Students and Community Members in the Leadership and Decision-Making of the School: OCABS will provide an atmosphere of caring and respect for its students and staff. The fundamentals of a productive relationship between the teachers and the administration will be laid out during the hiring process by effectively communicating the goals and objectives of OCABS to the staff. The OCABS Board of Directors will be responsible for making sure that both the Director and the staff are aware of the importance of being part of the same team. By everyone doing their own job with integrity, the efforts will be value-added.

The Director and Lead Teacher will offer due attention to concerns of the staff members in order to maintain productive and encouraging relationships within OCABS. This will be supported by an open-door policy that is implemented by all administrative staff. Weekly meetings will be held with the staff members to strengthen the relationship between the administration and staff. By dedicating this time for shared communication, OCABS will ensure productive relationships are established, implemented and maintained.

OCABS Board



OCABS recognizes that parental and family involvement is a key element in the overall student success. The parents and families will be encouraged to participate in all school functions and activities. A Family Task Force, FTF will be formed at the beginning of the school year. The FTF may discuss concerns and suggestions of the parents and present it to the Director who will then take the matters to the Board of Directors if necessary

A positive approach will be maintained toward any idea that comes from the students and community members. We will encourage the students to form a student government, where they can discuss the issues of immediate concern in their daily school environment.

Please refer to Objective 18 of the OCABS Application for additional tasks of the FTF. And refer to additional responsibilities of the staff defined in their job descriptions listed in Objective 12 of the OCABS Application.

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

We appreciate your rating of "Adequate, 6 points", and complimenting our information regarding the demographics and information. Your concern stated, "The mission statement is unclear. Is the mission to provide students with a clear and realistic focus for setting long and short term goals for a greater sense of relevancy?"

We should have included the OCABS flyer as an attachment with our application because it has our mission stated on it. Since July, copies of this flyer have been distributed to local businesses and to Out of School Youth in the area. And in August, this flyer was given to the Osceola School Board members, the City Council members, the Mayor of Osceola and the Chamber of Commerce members. The flyer reads:

OCABS Mission: To offer nontraditional students an opportunity to obtain a fully certified high school diploma and receive skills training. OCABS students and its graduates may be offered employment at area manufacturing facilities or local businesses. OCABS alumni will be prepared to manage a retail business, to pursue a business trade and/or continue a postsecondary education.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

You rated us as "Adequate, 4 points". Your concern stated, "The need statement for the school does not address any specific area demographics to support the need for the school; including K-12 information, or how area programs designed to address the student population are working."

Need as defined by state statute

Arkansas Code §6-23-304 states, "The State Board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:

1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
2) Where the district has been classified by the state board as in academic distress under §6-15-428; or
3) Where the district has been classified by the Department of Education as in some phase of school improvement status under §6-15-426 or some phase of fiscal distress."

Unfortunately, the number 1 and 3 items above apply to Osceola School district.

1) The ADE website, http://adedata.k12.ar.us, posts, under the Osceola School District's Fiscal Year 2006-07 Child Nutrition, that our Free/Reduced Lunch Count is 100%
2) N/A
3) As you know last spring, for the first time, the ADE devised the system placing entire districts on a NCLB District-wide ALERT status. On March 22, ADE notified the Osceola School district that it is one of eighteen districts placed on this new district-wide ALERT status.

Need as defined by test scores/assessments of Osceola students

The data listed below is from the http://www.arkansased.org, under the Testing tab.

NCLB School/campus Improvement Status	LEA Number	Grade levels on the campus	2007 Status
Osceola High School	4713051	9-12	Year 3
Osceola Middle School	4713050	6-8	Year 3
Osceola East Elementary	4713047	3-5	Year 4

	End of Course results					
	Literacy		Algebra I		Geometry	
	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced
2007 State Average	51%		61%		59%	
2007 OHS	17%	0%	20%	1%	11%	7%
2006 OHS	21%	0%	38%	7%	22%	3%

	2007 Benchmark results			
	% Proficient-Literacy		% Proficient-Mathematics	
Grade	Osceola East Elem.	State Average	Osceola East Elem.	State Average
3	19%	59%	22%	74%
4	31%	59%	23%	65%
5	18%	59%	26%	61%
	Osceola Middle School	State Average	Osceola Middle School	State Average
6	24%	60%	20%	68%
7	26%	57%	46%	58%
8	10%	63%	37%	48%

Need as defined by number of Out of School Youth
Over the last 15 years, the Osceola school district has consistently enrolled around 135 new kindergarten students each year. But unfortunately, the number of graduates is considerably less. For instance, last year 91 students graduated from OHS and there are, currently, 78 students enrolled in the Osceola High School 2008 senior class. "Out of School Youth" is the term that the OCABS applicants use for young people who are not in school and have not obtained a diploma. We prefer this term instead of dropout. The Chamber of Commerce information shows that the Osceola community has at least 375 Out of School Youth below the age of 22.

Need as defined by actual reading and math levels of adults employed in the area
Nationwide research shows that the average reading level of a high school drop out is grade 4. Local experience and assessments support this data. Last year, TABE testing was offered to employees from a local industry. Of the more than 200 adults tested, nearly ¾ of those adults scored below a 7th grade level in both reading/language and math. One-fourth of those adults scored in the 2nd and 3rd grade level in reading and language.

OCABS will use the TABE to place the students in their academic education plans (similar to AIP). For internal reporting purposes, OCABS will count the students according to their literacy placement levels. To prevent a negative stigma, the OCABS students will view their progress, not by a grade level, but by completers on their academic score cards.

Programs that are working in the Osceola District: Conversion Charter School, ACE, focuses on college-prep programming. Many students, who normally would have fallen into academic problems, have been positively impacted by this good effort in the Osceola District.

Mr. Scott Smith noted a Legal Comment concerning our idea to address the needs of a homebound student, in our subsection, Other Delivery Methods. We withdraw this idea because it is a moot point. We wrote this idea with one local teenage girl in mind. This girl did not attend regular school because she stayed home and tend to her ill mother. We had hoped that we would be able to help her. However, the mother died and last week the family moved away from Osceola.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? *How does this apply to the ACSIP plan?*

You rated our plan as "Minimal, 3 points". We assume that the low score was given because of the ASCIP question (in italics above). Respectfully, we bring to your attention that the application form that we were given does not include this question. Your concern stated, "The application does not show the presence of a minimum K-12 academic program as cited in the general information section. The application does not address ACSIP."

We addressed our goals and methods for improvement in the Objective 7. We included the Arkansas Consolidated School Improvement requirements and/or information in the following objectives:

1) Scholastic Audits in Objective 7
2) Self Auditing/Internal Auditing in Objective 7
3) School Director (responsibilities) in Objective 12. Here we identified School Director's ACSIP responsibilities. We wrote;
   Serves as ASCIP Coordinator. Work with ASCIP Supervisor and ensure ASCIP is developed, reported by the end of March and maintained throughout the year.

We realize that we will need three years of data before being able to develop a full plan, but in the meantime, the School Director will collect data and lay the ground work for the plan by studying the ACSIP Handbook and reviewing the ADE ACSIP Technical Assistance site.

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

We appreciate your rating of "Adequate, 5 points". Your concern stated, "Although the applicant indicates the assessments will be administered; the testing does not apply for the grade levels that are targeted. The GED test will be used as measurement of student graduation requirements".

Actually, we will not use the GED as a measure of student graduation requirements. Instead the GED test, the TABE (or similar assessment) will be used as a tool for placement. All students will take the EOC and/or Benchmark tests that apply to the grade level that they are studying. Even if the Department does not require our students to take a Benchmark or use the data in measuring AYP, we wish to administer the Benchmark (or similar tool) to assess our students' progress.

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

You rated our program as "Minimal, 3 points". We appreciate you for your compliment regarding our "excellent collaborative approach to address the needs of students who have dropped out of school without employability skills." Your concern stated, "No. Courses will be taught by certified elementary teachers according to the application"

We apologize for the poor wording on our part in that paragraph, the OCABS matrix of completers, on page 22. Certified/highly qualified elementary teachers will be used to teach students (no matter their age) working on course work that is on the elementary level. Certified/highly qualified high school teachers will teach students working on courses in high school level. In other words, OCABS will comply with the NCLB and the state's requirements for teacher certification and qualification just like traditional public school programs in Arkansas. Please note that OCABS is not seeking waiver from teacher certification.

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

You rated our plan as "Minimal, 2 points". Your concern stated, "No data provided"

We are not clear what data should be provided. In the application, we attached the ADE map of the school districts. We believe that our students will reside in the Osceola School district area especially since transportation will only be offered to local students. Our target students are young people who are not enrolled in school, what we call "Out of School Youth". Please refer below in Objective 11 for further explanation.

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? *(See Standards for Accreditation, Section H. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

We appreciate your rating of "Adequate, 5 points". Your concern stated, "Provides minimal information on the details included in the reports identified."

We would like to submit this information about the annual report from the draft of our OCABS Operating Manual.

School District Goals

Using our staff, OCABS will develop a comprehensive plan. Our goals shall be compatible with state and national educational goals and shall address local needs. We will file this plan with ADE annually. Before November 15th each year, we will provide and publish, in the Osceola Times, our report to the public detailing our progress toward accomplishing our program goals, accreditation standards, and proposals to correct deficiencies. We may also mail copies of the report to our parents and/or families. In addition, we may publish the annual report on the OCABS website. OCABS will systematically and, at least annually, explain our policies, programs and goals to the community in a meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the OCABS program. (Per Standards for Accreditation, Goals and Administration for Schools, School District Goals)

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

We appreciate your rating of "Adequate, 5 points", and complimenting our random selection process for the lottery. Your concern stated, "The "promotion fair" may inspire children who are at-risk of school failure to "dropout" of traditional public school for this program."

We appreciate the comment but, respectfully, do not agree with it. We don't believe that students who are at risk of school failure, but are still in traditional school will opt for OCABS. Why? If they transfer to OCABS then they trade their traditional 36-week school year for the OCABS 48-week school year. We don't believe these students will find this convenient or acceptable.

Plus, incoming OCABS will be tested for placement. An at-risk traditional high school student will probably not pass the TABE test for their current level. If they choose to enroll at OCABS, we will require remediation course work before they can advance to higher level courses. Their graduation timeline could actually be extended. We don't believe that these students will find this appealing.

Please remember that the OCABS target population is Out of School Youth who desperately need another shot at a high school diploma. And they are willing to accept the extra work load because they want to turn their lives around. For many of these Out of School Youth, time is running out for them and this is their last and perhaps only hope.

Regarding Mr. Smith's Legal comments; we will comply with the nondiscriminatory admission of students. We will continue to promote our desired focus to assist students who have dropped out of school, and we will market OCABS to all segments of the community.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? …
Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

We appreciate your rating of "Adequate, 6 points", and complimenting our information provided about the facility which we will lease from the City of Osceola (who owns the building).

You did not state a concern or weakness so we are not sure how to respond. OCABS will stay in close contact with the ADE Facilities group as we renovate the facility. OCABS has already, and will continue to, consult with John Warriner, a local architect. Mr. Warriner is also the local school district's architect on the current facilities projects so he is familiar with department's latest requirements.

Regarding the Legal Comment; Inspection of the facility and Zoning ordinances
After Mr. Smith wrote this comment, Mr. Cal Miller, ADE Operations and Maintenance Manager, inspected the facility. Mr. Miller's Site Visit Report, dated September 20th, is included in the ADE Evaluation that you gave to us. Mr. Miller was very complimentary of our site selection. We have budgeted $200,000 (or $1,000 per student), in year one, for renovations.
Concerning Mr. Smith's legal comments about the local building officials' verification, I assume that Mr. Smith overlooked this information that we provided in our Application. The verification of permitting and zoning, signed by Jerry Elrod-Osceola Zoning Officer, is at the bottom of our lease agreement page. This agreement was attached in the Application as required.

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

We appreciate your rating of "Excellent, 8 points".

You did not ask us for this information, but we want to give an update. The local Osceola School District graciously declined our offer, at this time, to supply services. The school district's superintendent is apprehensive about possible liability if students, who are not on their roster, are allowed to ride on the district's buses or use its other services. Therefore, OCABS will utilize our backup plans which are also included in the application, for our Guidance Program, Health Services, Media Center and Transportation. All these services will meet all state requirements.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

You rated this objective as "Minimal, 1 point" but we appreciate your understanding of our situation. You stated "The information requested (about parent involvement) is not provided." But you added under strengths, "Students for the most part would be responsible for themselves; however, the contact information in the event of an emergency is appropriate"

We will strive to reach, and involve, every parent. We will invite all parents to be a part of our Family Task Force. We coined the title "Family Task Force" to include parents, spouses, guardians, siblings or whoever is impacting the young person's life at home. On our legal forms and contact information forms, we will ask for information from and about parents.

Under General comments:

Thank you for allowing us to submit our budget. We found an error in the spreadsheet program that we have corrected. This new budget is based upon an enrollment of 200 students. Since the Osceola School District voted to support our OCABS application, the interest in our school has increased. Many more out of school youth have heard good things about our plan and they have indicated that they will enroll. We anticipate that our fall enrollment will be at least that number.

Charter School Application **revised 10/19/07**

Budget Worksheet in Year 1: Year round program

Line#	Revenues			Amount	Total
	Based upon enrollment of	**200**	***students***		
1	Estimated State Charter School Aid:				
2	student, at a required attendance rate of		$5,876		
3	100%	200 students	$5,876	$1,175,200	
4					$1,175,200
5	Total State Charter School Aid				
6					
7	Other Sources of Revenues:				
8	Contributions, computers	200		$0	
9	software and hardware				
10	Grants-Federal Charter		$150,000	$150,000	
11	NCCER Training Zachry Construction				
12	State Nutrition/Food Services	200			
13	breakfast, # of days	240	$1.35	$64,800	
14	lunch, # of days	240	$2.47	$118,560	
15	after school snack, # of days	240	$0.68	$32,640	
16	E-rate estimate			$28,800	
17	Special Ed Funding	80	$3,250	$260,000	
18	Summer Special Ed funding	80			
		60 days	$74 per day	$355,200	
19	ALE Funding (Paid in Oct & April)	50	$4,063	$203,150	
20	Mid-South Health Systems	200			
21	Workforce Ed Funding	200	$1,200	$240,000	
22	National School Lunch/Poverty	180	$1,488	$267,840	
23	English Language Learners	50	$293	$14,650	
24	WIA	200	$300	$60,000	
25	Fundraising, to be determined				
26					$1,795,640
27	Total Other Sources of Revenues				$2,970,840
28	TOTAL REVENUES				
29					
30	**Paid at the end of year**				
31					
32	Secondary/Vocational	66.67	$3,250	$216,667	
33	Revenues coming in at end of year				$216,667
34					
35	**TOTAL REVENUES AFTER 12 MONTHS**				**$3,187,507**

Other funding that could be included; summer school funding, EOC grants
NCLB Titles I-VI, Gates Funding, NASCA, Walton Foundation, Perkins Funding
Delta Revitalization, Mid-South Health Systems, Dynegy, McKinney Homeless Grant
36 *Carl Perkins Fund, Delta Regional, Even Start Literacy Grant,*

	Expenditures				Amount	Total
Administration:						
	Building director			$55,000		
	Lead Teacher			$50,000		
	Salaries: *(No. of Positions___)*		2	$52,500	$105,000	
	Fringe Benefits, 35%		0.4		$42,000	
	Purchased Services					
	Supplies and Materials		200	$5	$1,000	
	Equipment					
	Laptop and printer/fax/copier			$800	$1,600	
	Cell phone			$600	$1,200	
	Training for 10 days			$2,000	$4,000	
	Travel/conferences			$2,000	$4,000	
	Other *(Describe)*					$158,800
Regular Classroom Instruction:						
	Salaries: *1 per ___ students =*		200			
		25	8.0	$48,000	$384,000	
	Fringe Benefits,		0.4		$153,600	
	Graduate studies/National Board			$4,000	$32,000	
	Purchased Services (test/proctor subs)			$5,000	$5,000	
	Supplies and Materials		200	$500	$100,000	
	Equipment			$800	$6,400	
	Cell phone			$600	$4,800	
	Training for 10 days			$1,000	$8,000	
	Travel/conference			$1,000	$8,000	$701,800
Special Education:			80			
	Salaries: 1 per __ students			1 position		
		50	1.6	$48,000	$76,800	
	Fringe Benefits,		0.4		$30,720	
	Graduate studies/National Board			$4,000	$6,400	
	Supplies and Materials		80	$500	$40,000	
	Equipment			$800	$1,280	
	Cell phone			$600	$960	
	Training for 10 days			$1,000	$1,600	
	Travel/conference			$1,000	$1,600	$159,360

74						
75	Gifted and Talented Program:					
76	Salaries: 1 per __ students					
77	Fringe Benefits					
78	Purchased Services					
79	Supplies and Materials					
80	Equipment					
81	Request waiver				$0	$0
82						
83	Alternative Education Program:		50			
84	Salaries: 1 per __ students			1 position		
85		15	3.333	$48,000	$160,000	
86	Fringe Benefits,		0.4		$64,000	
87	Graduate studies/National Board			$4,000	$13,333	
88	Supplies and Materials		50	$500	$25,000	
89	Equipment			$800	$2,667	
90	Cell phone			$600	$2,000	
91	Training for 10 days			$1,000	$3,333	
92	Travel/conference			$1,000	$3,333	$273,667
93						
94	Guidance Services:		200			
95	Salaries: 1 per 375 students		0.533	$48,000	$25,600	
96	Fringe Benefits		0.4		$10,240	
97	Cell phone			$600	$600	
98	National Board			$4,000	$4,000	
99	Equipment			$800	$800	
100	Travel/conference			$1,000	$1,000	
101	***Mid South Health Systems contrac		200		$0	$42,240
102	" Self funded through their own grant					
103	Health Services:					
104	Salaries:					
105	Fringe Benefits					
106	Purchased Services					
107	Supplies and Materials					
108	Equipment					
109	Contracted through Health Dept		200	$300	$60,000	$60,000
110						
111	Media Services:					
112	Salaries:					
113	Fringe Benefits					
114	Purchased Services					
115	Supplies and Materials					
116	Equipment					
117	*Contracted City Library			$8,000	$8,000	$8,000
118						

119	Fiscal Services: (PR/Recruiting)					
120	Salaries: 1 per __ students	50	200 4	$24,000	$96,000	
121						
122	Fringe Benefits,		0.4		$38,400	
123	Purchased Services					
124	Supplies and Materials		200	$100	$20,000	
125	Equipment		4	$800	$3,200	
126	Training		4	$500	$2,000	
127	Other *(Describe)*					$159,600
128						
129	Teaching Assistants					
130	Salaries: 1 per __ students	50	200 4	$24,000	$96,000	
131						
132	Fringe Benefits,		0.4		$38,400	
133	College reimbursement		4	$2,000	$8,000	
134	Supplies and Materials		200	$25	$5,000	
135	Equipment		1	$800	$800	
136	Training		4	$500	$2,000	
137	Travel/Conference		4	$500	$2,000	$152,200
138						
139	Maintenance and Operation:					
140	Salaries: 1 per __ students	100	200 2	$18,000	$36,000	
141						
142	Fringe Benefits,		0.4		$14,400	
143	Purchased Services					
144	(include utilities)					
145	Supplies and Materials		200	$100	$20,000	
146	Equipment		200	$15	$3,000	$73,400
147	Building maintenance is included in rent					
148						
149	Pupil Transportation:					
150	Salaries:					
151	Fringe Benefits					
152	Purchased Services					
153	Supplies and Materials					
154	Equipment					
155	*Contracted through City or other		200	$250	$50,000	$50,000
156						
157	Food Services:					
158	Salaries: 1 per ___ students	50	200 4	$18,000	$72,000	
159						
160	Fringe Benefits		40%		$28,800	
161	Purchased Services					
162	Supplies and Materials		200	$1,500	$300,000	
163	Equipment rent to buy			$20,000	$20,000	$420,800
164						
165						

166	Data Processing:					
167	Salaries: *(No. of Positions___)*					
168	Fringe Benefits					
169	Purchased Services					
170	Supplies and Materials					
171	Equipment, student computers		50	$400	$20,000	
172	Contract services		200	$50	$10,000	$30,000
173						
174	Substitute Personnel:					
175	Salaries: 1 per __ students		200			
176		125	1.6	$24,000	$38,400	
177	Fringe Benefits,		0.4		$15,360	$53,760
178						
179						
180	Student conference/travel/competitions			$5,000	$5,000	
181	Tables and chairs		200	$25	$5,000	
182	Student books		200	$400	$80,000	
183	Testing services (CRT, NRT, etc)		200	$50	$10,000	
184	Secondary Center fees				$216,667	$316,667
185						
186						
187						
188	Other Expenditures:					
189	Board training and ASBA expense				$10,000	
190	Rent/maintenance, __ per __ students					
191	including electricity		200	0.53	$40,000	
	Security (alarms, intercom, cameras, studen			$50	$10,000	
192	Phones/internet, $160 per student		200	$32,000	$32,000	
193	Natural gas			$12,000	$12,000	
194	Building Insurance			$12,000	$12,000	$116,000
195						
196	**Implementation (Feb 1-July 31)**		0.5			
197	HVAC/Building renovations		0.80	$200,000	$200,000	
198	Director Salary			$55,000	$27,500	
199	Directory fringe		40%		$11,000	
200	Secretary salary			$24,000	$12,000	
201	secretary fringe				$4,800	
202	Rent				$12,500	
203	Office Supplies				$1,000	
204	Phone				$1,000	
205	Natural gas				$4,000	$273,800
206						
207	**TOTAL EXPENDITURES**					$3,050,093
208	**1st Year Reserve**			**4.3%**		**$137,413**

209	total Expenditures including reserve		**$3,187,507**
210			
211	REVENUES RECEIVING AT YEAR'S END	$216,667	
212			
213			Total revenue less
214	Total revenue	$3,187,507	Total Expenditures with reserve
215	Yearly reserve of revenue	4.31%	**$0**
216	Total annual reserve	$137,413	
217	* Contracted services until enrollment can justify in-house service		
218	***Cooperative Support Component		

Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 15, 2007

Deidre Douglas Williams
818 New Orleans Avenue
Brinkley, AR 72021

Re: Notice of Appeal/State Board Meeting
Delta YES Connections Academy

Dear Charter Applicant and Affected School District(s):

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Brinkley School District will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

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CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts

Superintendent Gary Compton, Bentonville School District
School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
Superintendent Alvin Lievsay, Huntsville School District
School Board President Dale Phillips, Huntsville School District
Superintendent Wayne Thompson, Lee County School District
School Board President Pearlethe Collins, Lee County School District
Superintendent Frank Holman, Lincoln School District
School Board President Gary Morris, Lincoln School District
Interim Superintendent Linda Watson, Little Rock School District
School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
School Board President Michael Williams, Marvell School District

Superintendent Barry Scott, McCrory School District
School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
School Board President Trent Cox, North Little Rock School District
Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
Superintendent Don Collins, Palestine-Wheatley School District
School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
School Board President Tyrus R. Reed, Prairie Grove School District
Superintendent James Sharpe, Pulaski County Special School District
School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

ARKANSAS STATE BOARD OF EDUCATION
POLICY OF PROCEDURES FOR HEARING
CHARTER SCHOOL APPEALS AND APPLICATIONS

1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the proposed charter school to the State Board.

2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school.

3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.

4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

September 16, 2007

To whom it may concern:

On behalf of Delta YES, Inc., I am writing this letter of appeal in reference to the unfavorable vote of the Brinkley School District concerning the Delta YES Connections Academy charter school application.

Many students in the Delta live in rural communities that are poverty stricken, but does this mean that their community would not benefit from a "anytime, anywhere" public school option as other communities in Arkansas and the United States? There is an even greater need for a wide range of resources in disadvantaged communities, particularly for parents and students. Delta YES Connections Academy seeks to provide additional options to expand the resources available for quality education.

In the public hearing held in Brinkley on August 23, one parent expressed her interest in the proposed Delta YES Connections Academy because she currently travels about 60 miles a day to give her children another school option other than what is provided in the local school district. She said that parents need options because things may just not be working out in the local school. With a program like, DYCA, students and parents will have a high quality school choice available to them that does not require long distance travel from their homes on a daily basis.

The founding members of DYCA seek to provide educational opportunities to the students of the Central Delta through an "anytime, anywhere" public school option and to support the local school districts with educational offerings. I appeal to the State Board of Education to give students and parents of the Central Delta an opportunity to have a choice by reviewing and approving the charter school application for the proposed Delta YES Connections Academy, a blended virtual charter school.

Sincerely,
Deidre Douglas Williams
Deidre Douglas Williams, Educator

c/o Deidre Douglas Williams
818 N. New Orleans
Brinkley, AR 72021
(870) 589-1147tel
(501) 421-8754
precise3@hotmail.com

RECEIVED
SEP 18 2007
CHARTER SCHOOL OFFICE

Brinkley Public Schools

Member North-Central Association
200 Tiger Drive
Brinkley, Arkansas 72021

Dr. Randy Byrd, Superintendent

Phone: 870-734-5000
Fax: 870-734-5002

September 11, 2007

Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

To Whom It May Concern,

In reviewing the application for an open-charter school as submitted by the Delta Yes Connections Academy on August 31, 2007, the Brinkley School District Board of Directors voted to deny the application on this date, September 10, 2007.

The reasons for the denial are as follows:

1) In the recent past the Brinkley School District has experienced a dramatic loss of students. This project would certainly exacerbate this problem, further reducing the wide variety of curriculum offerings currently being provided by the school district to our students.
2) Due to the current funding formula being utilized by the State Department of Education and found in Arkansas law, which is used to calculate both foundation funding and categorical funding streams, a reduction of Average Daily Membership would substantially reduce revenue to the district and cause a possible reduction of both staff and course offerings to our students.

Although there are a number of other significant concerns with the creation of this proposed academy, these two appear to be the most prominent with the school board as a whole.

Thank you for your consideration in this matter.

Sincerely,

Jon Carroll

Jon Carroll
School Board President
Brinkley School District

RECEIVED
SEP 14 2007
CHARTER SCHOOL OFFICE

Clarendon Public Schools

Superintendent's Office 870-747-3351
Fax 870-747-5963
P. O. Box 248, Clarendon, Arkansas 72029

George La Fargue, Superintendent

Board Members:
Margaret Simpson, Pres.
Tina Wofford, V. Pres.
Bryan Smith, Sec.
Robert Artis
Ricky Beck
Jack Jones
Lula Tyler

Robert Age, CHS Principal
Monica Gray, Fed. Prog.
Kathy Hopson, CES Principal
Ruby Ellis, HGES Principal

September 12, 2007.

Dr. Mary Ann D. Brown, Program Director
Charter Schools – ADE
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

The Clarendon School Board, in a regular monthly meeting, voted 5 to 0 to deny the open enrollment application for the Delta YES Connections Inc. located in Brinkley, Arkansas.

The concerns of the Clarendon School Board were the possible limited availability of student services and the possible loss in student enrollment for the Clarendon District.

Sincerely,

George La Fargue
Superintendent

RECEIVED
SEP 14 2007
CHARTER SCHOOL OFFICE

RECEIVED
SEP 2 8 2007
CHARTER SCHOOL OFFICE

DEWITT SCHOOL DISTRICT
Tom Wilson, Superintendent
Johnnie Johnson, Assistant Superintendent
MEMBER NORTH CENTRAL ASSOCIATION

DIRECTORS
Johnny Lockley, President - ASBA Region 9 Director
Barry Joe Wilson, Vice-President
Jon Fuhrman, Secretary
Sam Counce
Bruce Morgan
Jammy Turner
Shawanna Wansley

Marty Weaver
DeWitt High School Principal
Jon Howell
Gillett High School Principal
Jeff Rader
DeWitt Middle School Principal
Robert Franks
DeWitt Elementary Principal
Vicki Reed
Gillett Elementary Principal
Iciphine Jones
Humphrey Elementary Principal

September 28, 2007

Dr. Mary Ann D, Brown, Program Director
Charter Schools - ADE
4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

The DeWitt School Board voted 6 - 0 to deny the open enrollment applications for the School of Excellence located in Humphrey, AR and the Delta YES Connections Academy located in Brinkley, AR.

The main concerns of the DeWitt School Board are possible loss in student enrollment and the limited availability of student services at these charter schools.

Sincerely,

Tom Wilson
Superintendent

Johnny Lockley, President
DeWitt School Board

cc: School of Excellence
Delta YES Connections Academy

June 29, 2007

Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Charter School Representative:

On behalf of Delta YES, Inc., I am writing to inform you of our intent to submit an application to establish, Delta YES Connections Academy. The proposed charter school would serve Arkansas Congressional Districts 1 and 4 without excluding students from other Congressional Districts.

Delta YES seeks to promote education, entrepreneurship, and community service through programs that assist youth in acquiring skills to meet the needs of their community.

The school will not require a physical facility for day-to-day learning. The Delta YES Connections Academy staff – principal and teachers – will work together daily (face-to-face and on-line) through a professional "teaching center" located in Brinkley, Arkansas.

The school's purpose and emphasis would be to provide a statewide K-12 virtual charter school that provides individualized instruction tailored to the learning needs of students who seek an alternative to the traditional classroom with a special emphasis on self-sufficiency and giving back to their communities during school years and after graduation. Students will attend school primarily from home or a supervised community location, following a Personalized Learning Plan under supervision of highly qualified teachers working in partnership with the student's face-to-face "learning coach" – typically a parent/extended family member. The Connections Academy curriculum aligns to state standards and combines the best in print and technology.

I look forward to exploring this exciting charter school concept with you and your staff, and presenting the complete application by August 31, 2007.

Sincerely,

Deidre Douglas Williams
Educator

The main office for this virtual school will be in Congressional District 1. DW

c/o Deidre Douglas Williams
818 N. New Orleans
Brinkley, AR 72021
(870) 589-1147tel
call prior to fax
precise3@hotmail.com

RECEIVED
JUN 29 2007
CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

September 11, 2007

RECEIVED
SEP 12 2007
CHARTER SCHOOL OFFICE

Ms. Deidre Douglas Williams
818 N. New Orleans
Brinkley, AR 72021

Re: Application for Open-Enrollment Public Charter School: Delta YES Connections Academy

Dear Ms. Williams:

I have been made aware that you have filed an application for a charter for the above-referenced proposed open-enrollment public charter school (school). Based upon the information that you have submitted, there appears to be a significant legal impediment to the granting of a charter to your proposed school.

The materials that you have submitted to the Department's Charter School Office indicate that the school will be "a statewide K-12 virtual charter school", with no physical facility and that students will "attend school primarily from home or a supervised community location…".

Section 24 (b) of Act 1420 of 2007, which became effective on July 1, 2007, provides that a maximum of five hundred (500) students may be allowed by the State Board of Education (Board) to enroll and attend an open-enrollment charter school that uses internet, long-distance or virtual technology as the primary method of teaching. At its meeting of April 9, 2007, the Board voted to extend the charter of the Arkansas Virtual School for a period of five (5) years with a maximum enrollment cap of five hundred (500) students.

Therefore, due to the above-described actions of the Board, it is my opinion that it is not possible for the Board to grant another open-enrollment charter to an applicant whose school would utilize internet, long-distance or virtual technology as the primary method of teaching.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

While I can not, and would not, prevent your application from being reviewed by the Department and submitted to the Board for consideration, I wanted you to be aware of this serious issue early in the process so that you may make fully informed decisions in this matter.

I have enclosed a copy of Section 24 of Act 1420 with this letter for your information.

Please contact me at (501) 682-4227 should you have any questions.

Sincerely,

Scott Smith
General Counsel

SS/tw/slr
Enclosure
cc: T. Kenneth James, Ed.D., Commissioner of Education
Dr. Diana Julian, Deputy Commissioner
Dee Cox, Coordinator-Special Programs
Dr. Mary Ann Brown, Program Director-Charter Schools

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 1420 of the Regular Session

State of Arkansas *As Engrossed: S3/5/07 S3/19/07 S3/21/07 S3/23/07*

86th General Assembly **A Bill**

Regular Session, 2007 SENATE BILL 262

By: Joint Budget Committee

For An Act To Be Entitled

AN ACT TO MAKE AN APPROPRIATION FOR PERSONAL SERVICES AND OPERATING EXPENSES FOR THE DEPARTMENT OF EDUCATION FOR THE BIENNIAL PERIOD ENDING JUNE 30, 2009; AND FOR OTHER PURPOSES.

Subtitle

AN ACT FOR THE DEPARTMENT OF EDUCATION APPROPRIATION FOR THE 2007-2009 BIENNIUM.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. REGULAR SALARIES. There is hereby established for the Department of Education for the 2007-2009 biennium, the following maximum number of regular employees whose salaries shall be governed by the provisions of the Uniform Classification and Compensation Act (Arkansas Code §§21-5-201 et seq.), or its successor, and all laws amendatory thereto. Provided, however, that any position to which a specific maximum annual salary is set out herein in dollars, shall be exempt from the provisions of said Uniform Classification and Compensation Act. All persons occupying positions authorized herein are hereby governed by the provisions of the Regular Salaries Procedures and Restrictions Act (Arkansas Code §21-5-101), or its successor.

Maximum Annual

regulatory limitation of six (6) hours per day for those programs that operate more than twelve hours per day, in a proportionate manner and upon special request to the Department of Education.

The provisions of this section shall be in effect only from July 1, 2007 through June 30, 2009.

SECTION 37. SPECIAL LANGUAGE. NOT TO BE INCORPORATED INTO THE ARKANSAS CODE NOR PUBLISHED SEPARATELY AS SPECIAL, LOCAL AND TEMPORARY LAW. TEACHER HOUSING DEVELOPMENT FUNDING. The appropriation for Teacher Housing Development provided in Act 229 of 2007 shall be fully funded and reduced only proportionally for decreases in the Official General Revenue Forecast.

SECTION 38. SPECIAL LANGUAGE. NOT TO BE INCORPORATED INTO THE ARKANSAS CODE NOR PUBLISHED SEPARATELY AS SPECIAL, LOCAL AND TEMPORARY LAW. OPEN-ENROLLMENT VIRTUAL CHARTER SCHOOL FUNDING RESTRICTIONS. *The Special Language Section regarding "Charter School Funding Restrictions" in Section 24 of Act 229 of 2007 is amended to read as follows:*

SECTION 24. SPECIAL LANGUAGE. NOT TO BE INCORPORATED INTO THE ARKANSAS CODE NOR PUBLISHED SEPARATELY AS SPECIAL, LOCAL AND TEMPORARY LAW. ~~CHARTER SCHOOL FUNDING RESTRICTIONS.~~ OPEN-ENROLLMENT VIRTUAL CHARTER SCHOOL FUNDING RESTRICTIONS. ~~Regardless of any provision of any law to the contrary, the Department of Education shall fund from state monies only those charter schools which provide education services in a traditional public school setting and, if the internet or long-distance learning technology is used, the internet or long-distance learning technology is used as a supplement to the school's traditional classroom setting.~~

~~The provisions of this section shall be in effect only from July 1, 2005 2007 through June 30, 2007 2009.~~

(a) Regardless of any provision of law to the contrary, beginning with the 2007-2008 school year, no school district shall receive state funding for those students in the district's prior year three quarter average daily membership who were enrolled and attending a public school with an internet, long-distance or virtual technology curriculum based program which was not part of a public school district and the

public school program was funded by a federal voluntary public school choice grant administered by the Department of Education.

(b) Prior to July 1, 2007, the Department of Education shall notify the Arkansas State Board of Education of the maximum number of students that the State Board of Education shall allow to enroll and attend any open-enrollment charter school that uses internet, long-distance or virtual technology as the primary method of teaching. It is the intent of this language that the Department shall not establish and certify a number of students to the State Board of Education that exceeds the number of students for which school districts were not able to receive state funding because of the requirements of paragraph (a). However, to the extent there are any revenue savings caused by the closure of any open-enrollment charter school in existence on July 1, 2006, the State Board of Education may increase the maximum number of students allowed to enroll and attend an internet, long-distance or virtual technology open-enrollment charter school to the extent the maximum number of students does not exceed five hundred (500) students.

(c) The provisions of this special language shall not restrict, affect or impair any other provision of law or rule concerning public school districts or public charter schools except as provided in paragraph (a) and (b).

(d) The provisions of this section shall be in effect only from July 1, 2007 through June 30, 2009.

SECTION 39. SPECIAL LANGUAGE. NOT TO BE INCORPORATED INTO THE ARKANSAS CODE NOR PUBLISHED SEPARATELY AS SPECIAL, LOCAL AND TEMPORARY LAW. FUND TRANSFER - "END TO END" SECURITY REVIEW/ASSESSMENT. Immediately upon the effective date of this Act, the Chief Fiscal Officer of the State shall transfer on his books and those of the State Treasurer and the Auditor of State, the sum of three hundred thousand dollars ($300,000) from the General Revenue Allotment Reserve Fund to the Department of Education Public School Fund Account. The amount transferred shall be used to provide funds for the supplemental appropriation for the Arkansas Public School Computer Network – "End to End" Security Review and Security Assessment provided in this Act.

The provisions of this section shall be in effect only from July 1, 2007

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Ms. Deidre Douglas Williams,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Name of Proposed School: Delta YES Connections Academy

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c)(3)

Status of 501(c)(3) Application: Copy of IRS Application was included in the Charter's Application

Legal Review: p. 2, Application: Applicant has indicated that it has applied to the Internal Revenue Service for 501(c) (3) tax-exempt status. Pursuant to Section 14 of Act 736 of the 2007 Regular Session of the 86th General Assembly, amending Ark. Code Ann. § 6-23-303(6), the charter application must establish the eligible entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1985 prior to the first day of its operation with students.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 8 / 10

Weakness: The application does not show participation from the broader areas outlined in the application.

Strengths: Detailed information was provided on the process the applicant used.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 8 / 10

Weakness: Documentation should include examples of the actual ad instead of a notarized document furnished in two examples.

Strengths: Good use of population samples, evidence was detailed and followed the application process.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 3 /10

Weakness: DYCA intends to negotiate a professional services agreement with Connections Academy, Inc. There is no mention of financial responsibilities.

The selection and composition of the board is vague and lacks clarity on the actual composition and details of how and who will serve on the board.

Strengths: The training plans for the Board are detailed in the application.

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 5 / 10

Weakness: The collaborative process is not evident in the development of the mission statement. The mission statement restates the description of the school's design.

Strengths: The mission statement offers a unique focus for the school.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 1 / 10

Weakness: The application lacks supporting evidence or research to confirm a need for the school based on the communities to be served.

Strengths: This objective lacks evidence of strengths.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 8 / 10

Comments: The Virtual Public School Act of 2007 places a current cap on enrollment on "virtual" schools. This application may not meet the requirements of the current Act.

Weakness: The application makes no mention of the school's ACSIP program and how it will be incorporated. Information is not available on how technology will be provided and maintained for low income students.

Strengths: The description of the educational program to be offered by the charter school is very detailed.

Legal Comments: p. 6: The applicant describes its educational program as a "blended virtual educational program," using the following language:

"Blended Virtual: According to HB 2481, the Virtual Public School Act of 2007, a blended virtual program "means a program offered by a public school district or charter school in which students receive curriculum instruction on-site for a designated period of time and receive instruction in a virtual or remote setting via Internet-based curriculum." DYCA is structured such that students will spend a designated period of time receiving curriculum instruction on-site individually and in small groups at the DYCA Learning Center (see below), and the remainder of their learning time in a virtual instructional setting. The division of time between on-site and virtual instruction is driven by the learning needs of the students and the entrepreneurial/community service focus on the school and is designed to maximize student achievement."

House Bill 2481 (Bill) of the 2007 Regular Session of the 86th General Assembly specifically permitted a public school district or open-enrollment charter school to offer a blended school program. The Bill, however, was not enacted into law by the General Assembly.

Additionally, Section 24 of Act 1420 of the 2007 Regular Session of the 86th General Assembly requires the Department of Education to notify the State Board of Education by July 1, 2007 of the maximum number of students (up to 500) that the State Board of Education shall allow to enroll and attend any open-enrollment charter school that uses internet, long-distance or virtual technology as the primary method teaching. The State Board of Education has already approved an open-enrollment charter for the maximum number of students permissible under this Act for the Arkansas Virtual School.

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 7 / 10

Weakness: This objective lacks the use of appropriate test data results from the fourteen (14) districts and how their program will improve upon those results.

Strengths: The goals outlined for the objective includes suitable measurements.

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 5 / 10

Weakness: No direct evidence to show that the curriculum is aligned with AR standards. The plan indicates that standards will be mapped to the curriculum instead of the curriculum being mapped to the standards. No evidence that local teachers will be involved in the process.

Strengths: There is a process in place for alignment of the curriculum before the school is launched.

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 1 / 10

Weakness: The objective does not describe the geographical area to be served.

Strengths: - -

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 6 / 10

Weakness: - -

Strengths: The information required in the objective is listed.

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 8 / 10

Weakness: The plan should include Arkansas specific criteria.

Strengths: The applicant provided detailed information for enrollment criteria.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 3 /10

Weakness: The application did not include a financial manager position in the list of key personnel.

Staff levels are described by the teaching year and not grade level. The application should reflect the grade, student enrollment by grade level, and the teacher qualification by certification.

Strengths: The job descriptions are detailed and provided.

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 8 / 10

Weakness: The applicant states: "DYCA will have a Business Manager... : The Board may choose to contract this Business Manager function to Connections Academy, LLC, ..." This means Connections Academy would act as fiscal agent and be responsible for the development of budgets, creation of financial systems, and fiscal and student attendance reporting.

The applicant (page 24, "Segregation of Duties" section) states the school will use an "industry standard accounting software ... and that reports will be provided in the format required by the ADE". Charters are required to use the APSCN network and Pentamation software. This statement indicates the applicant might not clearly understand the APSCN network and Pentamation software.

Strengths: The applicant states: "... the DYCA Board is ultimately responsible for the overall financial management of the school". The applicant includes a reasonable and detailed description of the annual budget process, the fiscal management practices, segregation of duties, and banking arrangements/reconciliation

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 7 / 10

Weakness: - -

Strengths: The applicant provided a complete statement of the process that will be used to conduct the annual audit

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 6 /10

Weakness: The applicant states: "The Connections Academy accounting system tracks and formats all school financial data in a verifiable and transferable format. DCYA stands prepared to arrange successful transmission of this data into the APSCN as required by state statute and State Board of Education rule." This statement is vague. If the applicant intends to use the Connections Academy accounting system instead of the Pentamation software, the applicant might not clearly understand that Charters are required to use the APSCN network and Pentamation software.

Identify who will perform the duties and what training will be provided.

Strengths: The applicant provided a statement of participation in APSCN.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 6 / 10

Weakness: - -

Strengths: Applicant states that facilities will be in compliance to ADA, IDEA, and all other state and federal laws. It also included a statement from the Brinkley Zoning Office as well as the facility agreement form.

Legal Comments: Pages 25-26 of the application: The applicant describes, and includes Facility Use Agreements for, two (2) separate facilities. The application states that both facilities will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The chosen facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: 9/20/07

1. Charter School: Delta YES Connections Academy
2. Location: 131 South New Orleans Ave., Brinkley, AR
3. General Observations: 1,700 sq. ft. facility. Building is a former ambulance service located in an industrial area. Main door and one side door. Two bathrooms, one toilet in each.
4. Academic Suitability: N/A
5. ADA Accessibility: Side exit not accessible, restrooms not ADA compliant.
6. Life Safety Codes: Must meet city and state codes in order to receive occupancy permit.

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 6 / 10

Weakness: No specific examples of how the Guidance, Health Services, Media Center, or Transportation will be fully integrated into the program.

Charter did not indicate a desire to participate in the National School Lunch Program therefore they would not be eligible for NSLA funds. No lunch expenses were budgeted. However, $217,950 was budgeted for Enhancement Funding, Title I, NSLA Funding, and Special Education. NSLA is only available to those schools who participate in the National School Lunch Program. The Charter does not have a current 501 (c) (3), and cannot be funded by ADE, Child Nutrition Unit until one is obtained. Additionally, the NSLP has no provision to feed children in a Virtual setting.

Strengths: The Special Education components are outlined in detail.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 4 / 10

Weakness: Not sufficiently detailed. Include specific information on types of field trips and how it ties into the curriculum. Not evident how parents will be fully incorporated in student learning as "coaches" or how parents will be involved in the school's educational programs.

Strengths: - -

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The applicant requests a waiver from Sections 10.02.4 (concerning student-teacher ratio of 25:1 in Grades 4-6) and 10.02.5 (concerning student-teacher ratio of 30:1 in Grades 7-12) of the Department's Rules Governing the Standards for Accreditation. The applicant states that the "DYCA blended virtual model allows teachers to have an average student ratio of 40:1 while providing one-on-one, highly personalized instruction."

In light of the concerns listed in Comment #2 above, the Department recommends that these waiver requests be denied.

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: Page 33: The application, in describing the proposed charter school's impact on the desegregation status of public schools, states that the Brinkley School District is not under a desegregation order. The Department's records indicate that the Brinkley School District is still operating under a federal court desegregation order or decree and that this decree has not been formally dismissed.

The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

- Objective 12 provided job descriptions and key personnel. This list included 3.7 teachers for Grades 6 – 12. The budget stated it would fund 6.2 teachers.

- The budget does not included expenditures for Health Services, Food Services, and Data Processing.

- The budget includes an expenditure for Marketing & Community Outreach.

- The budget indicates funding 6.2 teachers at $148,200, or an average of $23,903. The Salary Schedule states Secondary Teachers will be paid $38,000. The budgeted expenditure of $148,200 divided by the Salary Schedule of $38,000 equals 3.9 positions. The applicant should review this information and make the appropriate revisions.

- Revenues are $1,152,966. Expenditures are $1,146,866. Revenues exceed expenditures by $6,100.

- Revenues used $5,789 in per student Foundation Funding. 2008 – 2009 Foundation Funding per ADM is $5,789 plus $87 in (total) Enhanced Funding for a total of $5,876. This could understate revenues by $13,050.

- Revenues include $66,666 in Grants. The source of these Grants is not identified.

- Revenues include $217,950 in "Enhanced Funding" which includes Title I, NSLA, and Special Education.

- Revenues are based on the school enrolling the maximum number of students, 150.

- The applicant included a salary schedule, a calendar, a facility use agreement, evidence of status as eligible entity and a signed Statement of Assurances Form.

MUR 13

0215

Sender's Copy

FedEx Express **US Airbill**

FedEx Tracking Number 8619 8276 8806

1 From *Please print and press hard.*

Date 10/3/07 Sender's FedEx Account Number 3332-3106-9

Sender's Name Charter School Office Phone (501) 683-5300

Company ARKANSAS DEPT OF ED

Address 4 CAPITOL MALL RM 305B Dept./Floor/Suite/Room

City LITTLE ROCK State AR ZIP 72201

2 Your Internal Billing Reference OPTIONAL
First 24 characters will appear on invoice.

3 To

Recipient's Name Deidre Douglas Williams 1870-5891147

Company Delta Yes, Inc.

Recipient's Address 818 N. New Orleans Dept./Floor/Suite/Room
We cannot deliver to P.O. boxes or P.O. ZIP codes.

Address
To request a package be held at a specific FedEx location, print FedEx address here.

City Brinkley State AR ZIP 72021

0359521548

Find drop-off locations at fedex.com
Simplify your shipping. Manage your account. Access all the tools you need.

4a Express Package Service — *Packages up to 150 lbs.*

- [X] FedEx Priority Overnight — Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Standard Overnight — Next business afternoon.* Saturday Delivery NOT available.
- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

FedEx Envelope rate not available. Minimum charge: One-pound rate. * To most locations.

4b Express Freight Service — *Packages over 150 lbs.*

- [ ] FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation: ** To most locations.

5 Packaging

- [X] FedEx Envelope*
- [ ] FedEx Pak* — Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak.
- [ ] FedEx Box
- [ ] FedEx Tube
- [ ] Other

* Declared value limit $500.

6 Special Handling — Include FedEx address in Section 3.

- [ ] **SATURDAY Delivery** NOT Available for FedEx Standard Overnight, FedEx First Overnight, FedEx Express Saver, or FedEx 3Day Freight.
- [ ] **HOLD Weekday** at FedEx Location NOT Available for FedEx First Overnight.
- [ ] **HOLD Saturday** at FedEx Location Available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.

Does this shipment contain dangerous goods? One box must be checked.

- [X] No
- [ ] Yes — As per attached Shipper's Declaration.
- [ ] Yes — Shipper's Declaration not required.
- [ ] Dry Ice — Dry Ice, 9, UN 1845 ____ x ____ kg
- [ ] Cargo Aircraft Only

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging.

7 Payment *Bill to:* Enter FedEx Acct. No. or Credit Card No. below.

- [X] Sender — Acct. No. in Section 1 will be billed.
- [ ] Recipient
- [ ] Third Party
- [ ] Credit Card
- [ ] Cash/Check

FedEx Acct. No. / Credit Card No. Exp. Date

Total Packages | **Total Weight** | **Total Declared Value†** $ .00

†Our liability is limited to $100 unless you declare a higher value. See back for details. By using this Airbill you agree to the service conditions on the back of this Airbill and in the current FedEx Service Guide, including terms that limit our liability.

8 Residential Delivery Signature Options If you require a signature, check Direct or Indirect.

- [ ] No Signature Required — Package may be left without obtaining a signature for delivery.
- [X] Direct Signature — Someone at recipient's address may sign for delivery. *Fee applies.*
- [ ] Indirect Signature — If no one is available at recipient's address, someone at a neighboring address may sign for delivery. *Fee applies.*

519

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Memphis, TN 38194-4643

Telephone: 901-369-3600

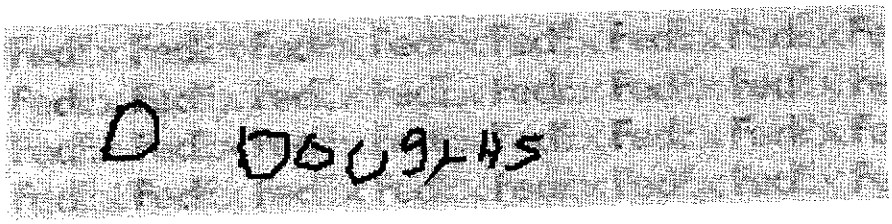
October 16,2007

Dear Customer:

The following is the proof of delivery you requested with the tracking number **861982768806**.

Delivery Information:

Status:	Delivered	**Delivery date:**	Oct 4, 2007 15:13
Signed for by:	D.DOUGLAS		
Service type:	Priority Envelope		



Shipping Information:

Tracking number:	861982768806	**Ship date:**	Oct 3, 2007

Recipient:
US

Shipper:
US

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Mary Ann Brown, Director
Charter School Office
Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

RECEIVED
OCT 22 2007
CHARTER SCHOOL OFFICE

October 22, 2007

Dear Dr. Brown:

On behalf of Delta YES, Inc., and Delta YES Connections Academy, I want to thank you for the opportunity to respond to the evaluation of our Open Enrollment Charter School Application. We very much appreciated having the chance to respond in detail on certain items that we did not have room to address thoroughly in the original application with its 50-page limit. In addition, there were several areas in which our initial explanations were not clearly understood, so we welcomed the opportunity to correct misperceptions.

Should you have any questions about the attached, please do not hesitate to call.

The Delta YES Connections Academy team is very much looking forward to discussing our charter vision on November 5-6.

Sincerely,

Deidre Douglas Williams, Educator
Deidre Williams
c/o Deidre Douglas Williams
818 N. New Orleans
Brinkley, AR 72021
(870) 589-1147tel
(501) 421-8754
precise3@hotmail.com

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 8 / 10

Weakness: The application does not show participation from the broader areas outlined in the application.

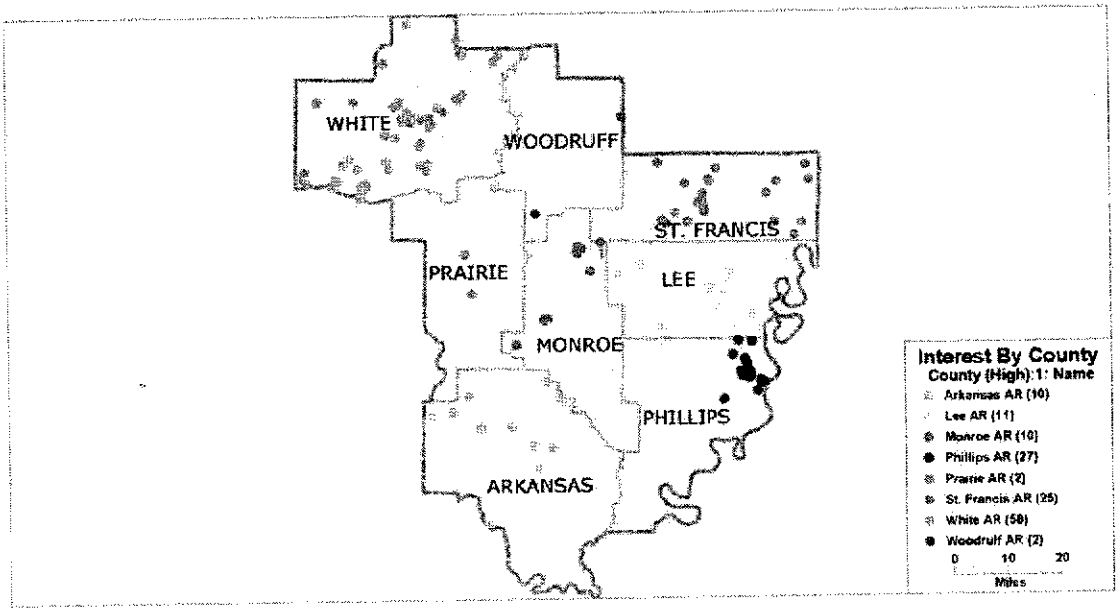
Strengths: Detailed information was provided on the process the applicant used.

Objective 1: Delta YES Connections Academy (DYCA) Response:

While the August 23, 2007 public hearing, which was held in Brinkley, did draw residents primarily from Brinkley, there was participation from the broader area.

- One participant in the public hearing was from Biscoe, which is in the Hazen School District.
- One participant was from Holly Grove, which is in the Clarendon School District.
- Two participants were from Little Rock, indicating interest in DYCA even beyond the target area.

In addition, as shown in Attachment G, Evidence of Parental and Community Support submitted with the charter application, some 145 families in the targeted area have expressed interest in the program through the Connections Academy website, which captures name, address, and email address for each inquiry. In the six weeks since submission of the charter application, an additional 20 families have expressed interest.



OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 8 / 10

Weakness: Documentation should include examples of the actual ad instead of a notarized document furnished in two examples.

Strengths: Good use of population samples, evidence was detailed and followed the application process.

Objective 2: Delta YES Connections Academy (DYCA) Response:

At the time of the DYCA charter application submission, tearsheets of the actual ad were still forthcoming from the listed newspapers. These tearsheets have now been received by the applicant. A sample has been scanned and is shown on the next page; originals will be provided upon request.

d potato, lettuce/toma-
ckle, milk.
day - Pork roast/gravy,
ped potatoes, seasoned
ots, hot rolls, milk.
ndwich line - Hot ham &
se or char-grill chicken
ch fries or baked potato
ce/tomato/pickle.

BREAKFAST

onday - No Breakfast
iesday - Sausage & bis-
or cereal & toast or
nch toast sticks &
sage, juice, milk.
/ednesday - Sausage &
cuit or cereal & toast or
ps/toast/jelly/hashbrowns,
se, milk.
hursday - Sausage & bis-
t or cereal & toast or long
n & cereal, juice, milk.
Friday - Sausage & biscuit
cereal & toast or gravy
iscuits, juice, milk.

Sponsored by Farmers & Merchants Bank Member FDIC

Prairie County Field Day

The Prairie County Extension Service will be conducting a County Field Day on Friday, August 20, 2007. It will begin at 8:30 a.m. and will originate from the Northside Community Building which is located roughly six miles north of Des Arc on Hwy 11 (in the curve across from Judson Memorial Mission Church. The field day agenda will be as follows:

8:30 a.m. - Rendezvous at Northside Community Building

8:45 - Rice Disease Monitoring Plots - Steve

10:55 - Soybean Group IV Variety Demonstration - Mike Skarda's Farm.

11:15 - Soybean Rust Update at Dondie's Restaurant - Cliff Coker.

11:30 - Lunch at Dondie's Restaurant.

The Prairie County Cooperative Extension Service offers its programs and this field day to all eligible persons regardless of race, color, national origin, religion, gender, age, disability, marital or veteran status or any other legally protected status, and is an equal opportunity employer. To register, call 501-676-7478. Lunch and snacks will be furnished.

The Literacy Council is also in need of donated books for the Book Nook. Books are free to students enrolled in the program and may be purchased for a

Taking care of business . . .

The DeValls Bluff Courthouse has two employees in the Prairie County and Circuit Clerk's Office once again located at 208 Court Street, behind the courthouse and is a non-profit organization that teaches reading and writing.

All proceeds benefit the Literacy Council. For more information call 501-676-7478.

Call 870-673-1831

Notice of Public Hearing For Proposed Delta Yes Connections Academy

Delta Y.E.S. (Youth Educated & Skilled) Connections Academy will hold a Public Hearing on August 23, 2007, 6:30 p.m. at the Brinkley Convention Center located at 1501 Weatherby Drive, Brinkley, AR 72021. The Public Hearing will discuss the proposed blended virtual public charter school that will serve students in grades 6-12 from Brinkley and surrounding districts. For more information, please contact Deidre Williams at: precise3@hotmail.com.

Hazen True Value.
P.O. Box 868 • Hwy 70 & Grove St. • Hazen, Arkansas 72064
Phone: (870) 255-3581 • Toll Free: (800) 475-3581 • Fax: (870) 255-3975

Bridal Registry

Jennifer Saunders and Drew Teer
August 18

Lisa Carter and Patrick Troy
Oct. 20

Helen Gammill and Stephen Shirron
October 27

The Grand Prairie Herald

would like to remind everyone to call in news items before 12 noon on Monday in order to make that week's issue of the newspaper. Without you there is no news!!

Sorghum is 40% fair, 40% good and 20% excellent; Corn is 50% good and 50% excellent; range is 50% very poor and 50% poor.

REGISTER FOR FALL CLASSES

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 3 /10

Weakness: DYCA intends to negotiate a professional services agreement with Connections Academy, Inc. There is no mention of financial responsibilities.

The selection and composition of the board is vague and lacks clarity on the actual composition and details of how and who will serve on the board.

Strengths: The training plans for the Board are detailed in the application.

Objective 3: Delta YES Connections Academy (DYCA) Response:

Since the submission of the charter application on August 31, 2007, DYCA has further developed its Governing Board infrastructure and transition plans, the details of which would have been difficult to provide within the original application's 50-page limit. These details are presented below.

Board Composition: The Governing Board of DYCA will be composed of no fewer than three (3) and no more than seven (7) members. The members shall be parents, educators, business leaders and community members from the area served by the school. The Governing Board shall elect from among its members a President, Secretary and Treasurer, and may also choose to elect one or more Vice Presidents. To ensure both continuity and energetic leadership, DYCA Governing Board members will serve for one-to-three year staggered terms.

Interim Governing Board: The interim five-member Governing Board, which will serve until within 30 days of school launch and will elect officers by November 4, 2007, is made up of the following individuals:[1]

Willie Branch
402 N. Main St.
Brinkley, AR 72021
(870) 319-6099
Community Member: Willie Branch is a pastor in Brinkley as well as president of the local chapter of the NAACP. He is also a student seeking a degree from the University of Arkansas at Pine Bluff.

[1] The interim Governing Board for DYCA is also the Board of Directors for Delta YES, the non-profit community organization proposing the school. After DYCA is approved as a charter school, a permanent Governing Board will be selected that will be distinct from the Delta YES, Inc. Board of Directors,

Carolyn Gilchrest
P. O. Box 302
Brinkley, AR 72021
(870) 734-4388h
(870) 734-2772w
Business Leader/Educator: Carolyn Gilchrest is a business woman in the Brinkley community. She is a former early childhood educator.

Damon Lewis
411 N. Du Bois
Brinkley, AR
(870) 734-2077
Parent/Community Member: Damon Lewis has many years of experience with Upward Bound and has influenced regional Head Start policy. He is currently the director of Project Exposure, a program that provides field trip experiences to youth in the community.

Trudy Vance
204 S. Brinkley
Brinkley, AR 72021
(870) 734-4647
Educator: Trudy Vance is a retired educator that served in the Brinkley School District for over 30 years. She is active in church and community service.

C. J. Williams, Jr.
401 S. Main Ave.
Brinkley, AR 72021
(870) 734-4768h
(870) 734-6846c
Business Leader: C. J. Williams is a licensed funeral director serving in the Brinkley community. He is active in his civic responsibilities.

Selection Process: The interim DYCA Governing Board was selected from among volunteers and early supporters of the DYCA vision by Acting Chief Operating Officer Deidre Douglas Williams. Following approval of the charter school, the interim Governing Board will hold an open nominations process among all stakeholders, facilitated by the school's website, email, and mail communications, and will form a Nominating Committee to interview, screen, and nominate prospective new DYCA Governing Board members. The open nominations process will then be held annually to identify prospective new members to replace those whose terms are expiring. Final selection of new Governing Board members will be made by a vote of currently seated Governing Board members.

Board Responsibilities: The DYCA Governing Board will provide policy and oversight for the school, and will have fiduciary responsibility for its operations. The operating structure of the school will be similar to a traditional educational environment, with a Director (lead administrator), hired and supervised by the DYCA Governing Board, who will supervise administrative staff and teachers who implement the curriculum according to the policies and procedures approved by the Board. The Director will also act in an information and advisory capacity to the DYCA Governing Board and will be responsible for implementing board policies in the day-to-day operation of the school. Faculty members will also be called upon to advise the DYCA Governing Board on specific issues.

In terms of financial oversight and management, the DYCA Board is ultimately responsible for the overall financial management of the school. The Board will designate one of its members to serve as Treasurer. This individual will have a financial background to enable him/her to perform this function. The Board will also engage an independent accounting firm that will be responsible for preparing annual audited financial statements and any other reports, as required by state statute or regulation. Board financial policies and procedures will be carried out by the school's Business Manager (who will be a consultant rather than a full-time staff member for the first several years of the school's operations). Under Board direction, business matters, including the development of budgets, creation of financial systems, and fiscal and student attendance reporting, will be carried out by the Business Manager. The Business Manager will also act in an information and advisory capacity to the Board on fiscal issues.

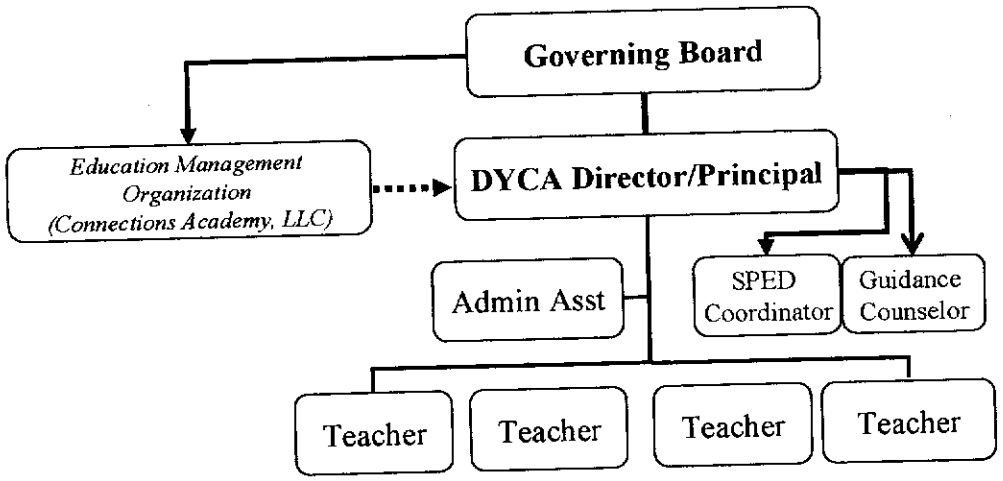
Board Policies: The need for new policies may be suggested by parents, the school staff, or others, but development of those policies will be the responsibility of the DYCA Governing Board with advice from its counsel. The DYCA will adopt conflict of interest policies that comply with the Rules and Regulations Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members and Other Parties. The policies will require Board members and personnel to complete Statements of Financial Interest and Contract Disclosure Forms as appropriate.

Administration: As noted above, DYCA will have a Director (lead administrator) who will be hired and supervised by the Governing Board to provide educational leadership to the school. In addition to this Director, the school will have a part-time/consulting Chief Operating Officer, who will help oversee the logistical functions of the school, including interface with Arkansas Department of Education on start-up issues, selection of business manager, development of partnerships with local organizations, and so on. The DYCA acting Chief Operating Officer is:

Deidre Douglas Williams
3209 Elam
Little Rock, AR 72204
and
818 N. New Orleans

Brinkley, AR 72021
(870) 589-1147
(501) 421-8754 fax
Deidre Williams is an educator by nature, training, and experience. She is also a trained non-profit administrator and desires to use resources available to the community to help youth succeed and improve the community at-large.

Proposed contract with education management organization: Following approval of the charter, the DYCA Board intends to negotiate a professional services agreement with Connections Academy, LLC (www.connectionsacademy.com), a leading national provider of virtual school services, for specific curriculum, technology and school management services for the school. The DYCA Board has reviewed other providers for these services and determined that the Connections Academy program most closely meets the needs and vision of DYCA. The DYCA Board will oversee and supervise any such contract, including conducting annual evaluations of the provider's performance, and will insist on the right to terminate the contract at any time.



Board Training: DYCA Governing Board members will have the opportunity to participate in the extensive Board Academy training program developed by Connections Academy with Greater Capacity Inc. (www.greatercapacity.org), which includes online, face-to-face, and print training modules. Training topics include charter school basics, non-profit management, conflict of interest, policy development and human resources oversight.

Role of Administrator and Faculty in DYCA Leadership and Decision-Making: As noted above, DYCA will have a Director/Principal who will carry out Governing Board policy and serve as the instructional leader for the faculty in fulfilling the school's mission. The Director/Principal will be an information resource for the Governing Board, providing regular reports about the school's progress and collaborating with the Governing Board President on development of the monthly meeting agendas. Faculty may bring school issues to the Governing Board via the Principal and may also serve as

resources for the Governing Board on particular topics at the request of Governing Board members and/or the Principal.

Role of Parents and Students in DYCA Leadership and Decision-Making: Parents/guardians are very directly involved in the day-to-day activities of the school, working as Learning Coaches in partnership with professional teachers to ensure their children's academic success (see Objective 18 for details). In addition, DYCA parents will have multiple opportunities to shape the overall school experience. For example, they may be selected to serve as a parent member of the DYCA Governing Board, or serve on ad hoc groups convened by the Board to focus on particular issues such as community partnerships and neighborhood outreach. They can also volunteer to serve as Community Coordinators, arranging field trips and other face-to-face activities among DYCA families who live nearby. DYCA students will also be welcome to address the Governing Board and will be asked for their input, formal or informal, where appropriate.

Role of the Community in DYCA Leadership and Decision-Making:: The community of Brinkley and the Central Delta as a whole will be represented on the DYCA Governing Board. The Delta YES, Inc. Board of Directors will have a subcommittee specifically tasked with interfacing with the DYCA Board and administration. In addition, the DYCA Governing Board and school staff will develop ongoing, mutually beneficial partnerships with area youth-serving organizations, workforce and community development groups, and parent organizations.

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 5 / 10

Weakness: The collaborative process is not evident in the development of the mission statement. The mission statement restates the description of the school's design.

Strengths: The mission statement offers a unique focus for the school.

Objective 4: Delta YES Connections Academy (DYCA) Response:

DYCA appreciates this opportunity to refine its mission statement and provide background about how it was developed.

Refined Mission Statement: The mission of Delta YES Connections Academy is to provide a personalized academic program infused with entrepreneurship and community service opportunities for students of the Central Delta regardless of race, ethnic origins, national background or socioeconomic level. Given the social and economic disadvantages that Central Delta communities face, it is imperative that students obtain the skills and desire to meet the needs of their community.

Collaborative Development of Mission Statement: The DYCA mission was formulated through the findings of founding members and their experiences with public school students. In 2000-2002, Deidre Williams, one founding member of DYCA and Executive Director of Delta YES, Inc., coordinated school support and community programs in the Monroe County area through a 21st Century Community Learning Center Grant. This experience left a great impression on her to work to help students have real-life learning opportunities through entrepreneurship and community service. During the two years, students were motivated to attend and excelled in entrepreneurship and AmeriCorps programs with assistance from the University of Arkansas at Pine Bluff Mini-Society and Young Scholars Programs as well as the Monroe County Literacy Council AmeriCorps VISTA Project. Even special needs students were inspired to create products that they could sell for program bucks and exchange for prizes and all while they were building basic skills that would impact their academic achievement as well as their future as citizens in the community. Also, students enjoyed helping their peers while building community service hours which they were recognized for in the program and, when eligible, received education awards for college. The students, teachers, and parents rated the programs highly and wanted to see other programs implemented. When the program ended, parents commented that the programs were missed. DYCA will bring back these types of opportunities to the community with the help of founding parents, educators, and community members that have expressed their interest, support, and expertise in the mission of DYCA.

Putting the Mission into Action: To achieve its mission, DYCA will build on the experiences of the founding members and translate those into a 21st Century learning methods. Through a unique blended virtual school model that provides high-quality web-based curriculum, highly qualified teachers, and focused face-to-face interaction, DYCA will serve students "anytime, anywhere" while supporting the local school district(s) with additional teacher resources and educational offerings. With its highly personalized, real-world focused instructional approach, DYCA will achieve its mission for the students of the Central Delta.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 1 / 10

Weakness: The application lacks supporting evidence or research to confirm a need for the school based on the communities to be served.

Strengths: This objective lacks evidence of strengths.

Objective 5: Delta YES Connections Academy (DYCA) Response:

Working within the space constraints of the original application, DYCA stated the following:

> Youth in the Arkansas Delta face many challenges including poverty and low academic achievement. Often, students who do achieve academically ultimately leave their communities in the Delta with no desire to return. With ever advancing technology, skilled youth can be as successful in the Delta as anywhere else in the world. DYCA will fulfill the need for a high-quality, flexible public school structured to promote academic success and community economic development in the Delta.

DYCA very much appreciates the opportunity to expand on the statement of need.

Youth in the Arkansas Delta face many challenges including poverty and low academic achievement. According to the U.S. Census[1] (see table below), median household income in the Central Delta target counties is 25% lower than the state median while the average percentage of those below poverty in these seven counties, 23.3%, is 49% above the state.

County	Population, 2006 Estimate	Population, percent change, April 1, 2000 to July 1, 2006	White persons, percent, 2005	Black persons, percent, 2005	High school graduates, pct of persons age 25+, 2000	Bachelor's degree or higher, pct of persons age 25+, 2000	Median household income, 2004	Persons below poverty, percent, 2004
ARKANSAS	19,884	-4.20%	74.60%	24.50%	72.40%	12.20%	$33,764	16.80%
LEE	11,379	-9.50%	42.20%	57.20%	56.20%	7.30%	$21,580	30.30%
MONROE	9,095	-11.30%	59.30%	39.30%	63.80%	8.40%	$24,684	22.70%
PHILLIPS	23,331	-11.80%	37.30%	61.40%	62.20%	12.40%	$23,132	28.70%
PRAIRIE	8,927	-6.40%	84.80%	14.50%	68.20%	9.00%	$31,292	15.60%
ST. FRANCIS	27,535	-6.10%	48.20%	50.50%	65.10%	9.60%	$26,428	25.10%
WOODRUFF	7,905	-9.60%	70.40%	28.70%	60.60%	8.00%	$24,352	24.00%
AVERAGE	***15,437***	***-8.41%***	***59.54%***	***39.44%***	***64.07%***	***9.56%***	***$26,462***	***23.31%***
STATE	**2,810,872**	**5.10%**	**81.30%**	**15.70%**	**75.30%**	**16.70%**	**$35,295**	**15.60%**

[1] U.S. Census, Quick Facts, http://quickfacts.census.gov

Compared with the state as a whole, many fewer adults in the Central Delta area are high school graduates (an average of 64% compared with 75% for the state as a whole); across the target counties, fewer than 10% of adults have Bachelor's degrees or higher. The school districts that DYCA expects to draw from reflect the same issues of poverty and academic under-achievement. Economically Disadvantaged students make up the majority across the 15 school districts – the average is 65.46%.[2]

School District	Population/District Enrollment	Erollment of Students with Speical Needs		
DEWITT SCHOOL DISTRICT	9,882/1,587	Economically Disadvantage(%) 52.6	ELL(%)0.4	Disabilities(%) 11.8
STUTTGART SCHOOL DISTRICT	10,671/1,989	Economically Disadvantage(%) 60.8	ELL(%) 0.0	Disabilities(%) 8.7
LEE COUNTY SCHOOL DISTRICT	11,328/1,526	Economically Disadvantage(%) 87.4	ELL(%)0.1	Disabilities(%)13.6
BRINKLEY SCHOOL DISTRICT	4,932/979	Economically Disadvantage(%)96.4	ELL(%)0.0	Disabilities(%)12.1
CLARENDON SCHOOL DISTRICT	4,243/724	Economically Disadvantage(%) 77.4	ELL(%)0.3	Disabilities(%)13.8
BARTON-LEXA SCHOOL DISTRICT	3,428/856	Economically Disadvantage(%)57.4	ELL(%)0.0	Disabilities(%) 10.6
HELENA/ W.HELENA SCHOOL DIST.	14,814/3,174	Economically Disadvantage(%) 86.1	ELL(%)0.0	Disabilities(%)9.4
MARVELL SCHOOL DISTRICT	3,458/603	Economically Disadvantage(%) 85.1	ELL(%)0.0	Disabilities(%) 13.9
DES ARC SCHOOL DISTRICT	3,673/631	Economically Disadvantage(%)51.8	ELL(%)0.0	Disabilities(%)14.0
HAZEN SCHOOL DISTRICT	2,762/470	Economically Disadvantage(%)46.4	ELL(%)0.0	Disabilities(%)10.6
FORREST CITY SCHOOL DISTRICT	22,374/4052	Economically Disadvantage(%)77.3	ELL(%)0.1	Disabilities(%)11.7
HUGHES SCHOOL DISTRICT	3,809/652	Economically Disadvantage(%)40.3	ELL(%)0.0	Disabilities(%) 12.3
PALESTINE-WHEATLEY SCHOOL DISTRICT	2,680/614	Economically Disadvantage(%)13.1	ELL(%)0.2	Disabilities(%)10.6
AUGUSTA SCHOOL DISTRICT	4,153/748	Economically Disadvantage(%)89.8	ELL(%)1.3	Disabilities(%)17.9
MCCRORY SCHOOL DISTRICT	3,501/640	Economically Disadvantage(%)60.0	ELL(%)0.0	Disabilities(%) 16.7

Together, these school districts have 28 schools in Years 1-7 of School Improvement, indicating failure to make AYP for more than two consecutive years or more (see table, next page).[3] Since many of these districts only have one school for each grade range, they are unable to offer a public school choice option for students wishing to transfer to a higher performing school. DYCA can provide that option.

The Central Delta, already sparsely populated, lost an average of 8.41% of its population since 2000 while the rest of Arkansas grew by more than 5%, according to the U.S. Census. This population trend combined with the high school/college graduation statistics cited above simply underscores what many in the Central Delta have experienced personally and understand instinctively: ***Students who do achieve academically ultimately leave their communities in the Central Delta with no desire to return.***

This phenomenon can be seen across the South, as noted in this March 2007 article from the Delta Studies Center.

> **Young, Educated and Southern? You Must Be Moving**
> According to the latest figures on geographic mobility from the U.S. Census Bureau, 11.3 of the South's population (five years old and above) moved out of state or abroad between 2000 and 2005, compared with 10 percent for the nation as a whole. Movers included 17 percent of the South's 20 to 24-year-olds, 21 percent of its 25 to 29-year-olds and 17 percent of its 30 to 34-year-olds. Those with higher levels of education were more likely to move out of state than others.

[2] School Matters, www.schoolmatters.org

[3] Arkansas Department of Education, http://arkansased.org/communications/pdf/ayp_release_101907.pdf

CENTRAL DELTA SCHOOLS IN YEARS 1-7 OF SCHOOL IMPROVEMENT

District	School	Status 2007
AUGUSTA SCHOOL DISTRICT	AUGUSTA HIGH SCHOOL	School Improvement: Year 1
AUGUSTA SCHOOL DISTRICT	AUGUSTA ELEMENTARY SCHOOL	School Improvement: Year 5
BRINKLEY SCHOOL DISTRICT	C.B. PARTEE ELEMENTARY SCHOOL	School Improvement: Year 2
BRINKLEY SCHOOL DISTRICT	BRINKLEY HIGH SCHOOL	School Improvement: Year 4
CLARENDON SCHOOL DISTRICT	HOLLY GROVE ELEMENTARY SCHOOL	School Improvement: Year 3
CLARENDON SCHOOL DISTRICT	CLARENDON HIGH SCHOOL	School Improvement: Year 4
DEWITT SCHOOL DISTRICT	DEWITT MIDDLE SCHOOL	School Improvement: MS
FORREST CITY SCHOOL DISTRICT	LINCOLN MIDDLE SCHOOL	School Improvement: Year 1
FORREST CITY SCHOOL DISTRICT	CENTRAL ELEMENTARY SCHOOL	School Improvement: Year 2
FORREST CITY SCHOOL DISTRICT	STEWART ELEMENTARY SCHOOL	School Improvement: Year 2
FORREST CITY SCHOOL DISTRICT	FORREST CITY JR. HIGH	School Improvement: Year 3
FORREST CITY SCHOOL DISTRICT	FORREST CITY HIGH SCHOOL	School Improvement: Year 4
HELE/ W.HELE SCHOOL DIST.	J.F. WAHL ELEMENTARY SCHOOL	School Improvement: MS
HELE/ W.HELE SCHOOL DIST.	BEECH CREST ELEMENTARY SCHOOL	School Improvement: Year 2
HELE/ W.HELE SCHOOL DIST.	CENTRAL HIGH SCHOOL	School Improvement: Year 4
HELE/ W.HELE SCHOOL DIST.	MILLER JUNIOR HIGH SCHOOL	School Improvement: Year 5
HUGHES SCHOOL DISTRICT	MILDRED JACKSON ELEM. SCHOOL	School Improvement: Year 5
HUGHES SCHOOL DISTRICT	HUGHES HIGH SCHOOL	School Improvement: Year 5
LEE COUNTY SCHOOL DISTRICT	AN STRONG ELEMENTARY SCHOOL	School Improvement: MS
LEE COUNTY SCHOOL DISTRICT	AN STRONG MIDDLE SCHOOL	School Improvement: Year 4
LEE COUNTY SCHOOL DISTRICT	LEE HIGH SCHOOL	School Improvement: Year 4
MARVELL SCHOOL DISTRICT	MARVELL PRIMARY SCHOOL	School Improvement: Year 4
MARVELL SCHOOL DISTRICT	MARVELL HIGH SCHOOL	School Improvement: Year 5
MARVELL SCHOOL DISTRICT	LUCILIA WOOD ELEMENTARY SCH	School Improvement: Year 7
PALESTINE-WHEATLEY SCH. DIST.	PALESTINE-WHEATLEY MIDDLE SCH.	School Improvement: Year 2
PALESTINE-WHEATLEY SCH. DIST.	PALESTINE-WHEATLEY SENIOR HIGH	School Improvement: Year 3
STUTTGART SCHOOL DISTRICT	STUTTGART HIGH SCHOOL	School Improvement: MS
STUTTGART SCHOOL DISTRICT	MEEKINS MIDDLE SCHOOL	School Improvement: Year 2

Note that many Elementary Schools and High Schools in these small districts include grades 7-8, making the above data especially relevant for DYCA's grades 7-12 model. For students in the small districts of the Central Delta, there often are no other public school choice options available should they desire to transfer out of their low-performing school.

Many experts studying the issues of poverty, education, and economic development in the Central Delta and Arkansas as a whole have identified entrepreneurship as an effective strategy for reversing these trends. For example, *Entrepreneurial Arkansas: Connecting the Dots*, a study by the Corporation of Enterprise Development, commissioned by the Winthrop Rockefeller Foundation, came to these conclusions:

> Entrepreneurship is the critical missing ingredient in securing economic prosperity and a high quality of life for all Arkansans. Entrepreneurship offers a way to engage and excite people from all walks of life and from across the state to take control of their own economic destinies....Hands-on entrepreneurial education should be fully integrated into the curricula of elementary, middle, and high schools in Arkansas. Over the next five years, the Arkansas Department of

Education should commit to incorporating entrepreneurial education programs in at least half of Arkansas's 310 school districts. The starting point should be to build upon the experience of the Environmental and Spatial Technology (EAST) program and the Economics America program of the Arkansas Council on Economic Education to introduce a complementary experiential entrepreneurial education initiative devised by a nationally-recognized organization such as Rural Entrepreneurship through Action Learning (REAL) Enterprises.

In its May 2007 "iDelta" report, the Delta Regional Authority (DRA) also cited the need for entrepreneurship within the larger push for workforce development in the region, and specifically noted the potential for distance learning in addressing needed skills: "The provision of classes over telecommunications lines—potentially enables any student, anywhere in the DRA region, to participate in class subjects available to students in much larger, affluent schools. Students in the DRA counties and parishes could use the help."

At the same time, the future of the Central Delta depends of citizens who are committed to the success of their communities as much as they are to their own individual success. The need for community service education is particularly critical in lower-income, isolated communities where progress requires the commitment and support of all. Arkansas already has positive experience with service learning. For example, AmeriCorps is active in the state, involving more than 500 people in intensive service projects. In a separate but related effort, Learn and Serve America provides grants to schools, colleges and nonprofit groups to engage some 3,800 Arkansas students in service learning "to improve communities while preparing young people for a lifetime of responsible citizenship." Young people in the Central Delta need similar opportunities.

There is a clear educational need in the Central Delta for:

- Quality public school choice options
- Entrepreneurship and community service development
- Distance education or "virtual" learning

DYCA has been designed to help meet these educational needs.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 8 / 10

Comments: The Virtual Public School Act of 2007 places a current cap on enrollment on "virtual" schools. This application may not meet the requirements of the current Act.

Weakness: The application makes no mention of the school's ACSIP program and how it will be incorporated. Information is not available on how technology will be provided and maintained for low income students.

Strengths: The description of the educational program to be offered by the charter school is very detailed.

Legal Comments: p. 6: The applicant describes its educational program as a "blended virtual educational program," using the following language:

"Blended Virtual: According to HB 2481, the Virtual Public School Act of 2007, a blended virtual program "means a program offered by a public school district or charter school in which students receive curriculum instruction on-site for a designated period of time and receive instruction in a virtual or remote setting via Internet-based curriculum." DYCA is structured such that students will spend a designated period of time receiving curriculum instruction on-site individually and in small groups at the DYCA Learning Center (see below), and the remainder of their learning time in a virtual instructional setting. The division of time between on-site and virtual instruction is driven by the learning needs of the students and the entrepreneurial/community service focus on the school and is designed to maximize student achievement."

House Bill 2481 (Bill) of the 2007 Regular Session of the 86th General Assembly specifically permitted a public school district or open-enrollment charter school to offer a blended school program. The Bill, however, was not enacted into law by the General Assembly.

Additionally, Section 24 of Act 1420 of the 2007 Regular Session of the 86th General Assembly requires the Department of Education to notify the State Board of Education by July 1, 2007 of the maximum number of students (up to 500) that the State Board of Education shall allow to enroll and attend any open-enrollment charter school that uses internet, long-distance or virtual technology as the primary method teaching. The State Board of Education has already approved an open-enrollment charter for the maximum number of students permissible under this Act for the Arkansas Virtual School.

Objective 6: Delta YES Connections Academy (DYCA) Response:

DYCA values the opportunity to elaborate on these issues.

ACSIP: DYCA will use the Arkansas Consolidated School Improvement Planning tool and system to develop its consolidated plan and application for federal programs administered by the Arkansas Department of Education under No Child Left Behind. Using detailed data generated through the DYCA Learning Management System, staff will develop DYCA's consolidated plan annually for review and approval by the Governing Board before submission.

Technology for low-income students: DYCA will provide a loaned desktop computer and printer plus an Internet connection subsidy for any low-income student who indicates a need. The equipment will be provided on the same basis as textbooks are provided – as school property on loan while the student is enrolled. DYCA provides complete technology maintenance these school computers, repairing or replacing them as needed, and provides technical support for to ALL of its students, whether they are using a school-provided computer or their own.

Blended virtual: While there is confusion over whether a "blended virtual" model is now required for virtual charter schools, with conflicting advice to DYCA from various offices in the Arkansas Department of Education, DYCA believes that its blended approach best fits its mission and target population.

Cap on number of virtual charter students: Despite the confusion over the very definition of a virtual charter school, the DYCA Governing Board and founders feel compelled to put forward their vision for a charter school that meets the unique needs of youth in the Central Delta region. Whether the cap even applies to a blended school like DYCA is a question for the State Board of Education to consider in its deliberations over this charter application.

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 7 / 10

Weakness: This objective lacks the use of appropriate test data results from the fourteen (14) districts and how their program will improve upon those results.

Strengths: The goals outlined for the objective includes suitable measurements.

Objective 7: Delta YES Connections Academy (DYCA) Response:

In its original charter application, DYCA included the following state assessment related goal:

- **Goal 3–Student Achievement Scores:** DYCA students will first meet and then exceed performance by comparable students in reading, reading comprehension, mathematics, and mathematics reasoning on all relevant tests required by the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), such as the Benchmark Tests and End of Course tests.
    - ***Measurable Objective 1:*** By Year 2 of the charter, DYCA will demonstrate Adequate Yearly Progress (AYP) as defined under No Child Left Behind. ***Data Source and Reporting:*** ACTAAP results together with other criteria (such as attendance and test participation) as defined and reported by the Arkansas Department of Education.
    - ***Measurable Objective 2:*** By Year 5 of the charter, the school will meet or exceed statewide averages on the required ACTAAP standardized assessments. ***Data Source and Reporting:*** ACTAAP test results as reported through the Arkansas Department of Education.

Given that 11 of the 15 school districts in DYCA's area have schools in 1-7 years of school improvement (see Objective 5) while test scores vary greatly, DYCA would modify this goal to read:

- ***Measurable Objective 1:*** By Year 2 of the charter, DYCA will demonstrate Adequate Yearly Progress (AYP) as defined under No Child Left Behind. ***Data Source and Reporting:*** ACTAAP results together with other criteria (such as attendance and test participation) as defined and reported by the Arkansas Department of Education.

- ***Measurable Objective 2:*** By Year 3 of the charter, DYCA will meet or exceed average ACTAAP scores of the 15 school districts in its target

area. ***Data Source and Reporting:*** ACTAAP test results as reported through the Arkansas Department of Education.

- ***Measurable Objective 2:*** By Year 5 of the charter, the school will meet or exceed statewide averages on the required ACTAAP standardized assessments. ***Data Source and Reporting:*** ACTAAP test results as reported through the Arkansas Department of Education.

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 5 / 10

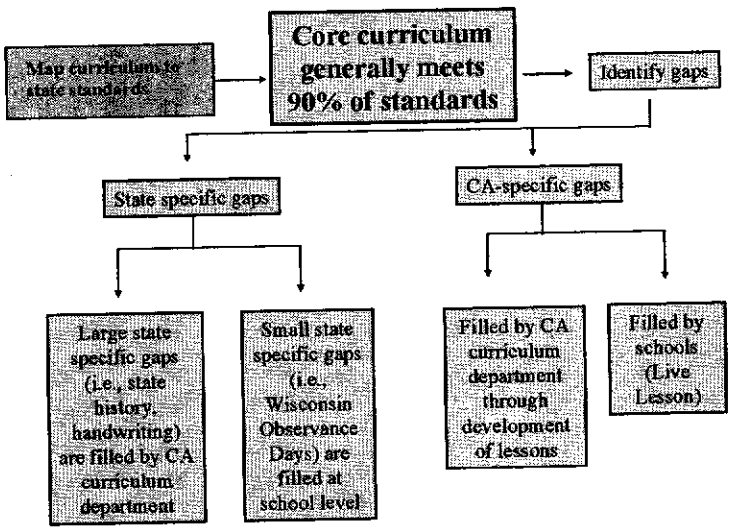
Weakness: No direct evidence to show that the curriculum is aligned with AR standards. The plan indicates that standards will be mapped to the curriculum instead of the curriculum being mapped to the standards. No evidence that local teachers will be involved in the process.

Strengths: There is a process in place for alignment of the curriculum before the school is launched.

Objective 8: Delta YES Connections Academy (DYCA) Response:

DYCA appreciates the opportunity to clarify and elaborate on its process for aligning the Connections Academy curriculum to the Arkansas Curriculum Frameworks

Evidence of alignment: The original application form and instructions requested a description of the alignment process rather than specific evidence of alignment, and the 50-page limit made providing any substantial alignment documents (which could run to 5 or more pages per grade per subject) rather impractical. DYCA has now included a brief alignment sample to demonstrate the close match between the Connections Academy curriculum and the Arkansas Curriculum Frameworks.



Mapping curriculum to the standards: As shown in the sample alignment, Connections Academy begins with the Arkansas Curriculum Frameworks and then maps its curriculum to those standards, identifying any standard or sub-component that the curriculum does not readily address. DYCA wishes to clarify that, despite inadvertent wording on the curriculum graphic originally shown, its intention has never been to map the standards to the Connections Academy curriculum, but rather vice versa. We appreciate the opportunity to correct this misimpression.

Addressing alignment gaps: DYCA and Connections Academy fully intend to use Arkansas certified local teachers to develop curriculum projects and lesson plans to address any gaps in the curriculum before the launch of school.

Written Statement of Assurance: The process described above will allow DYCA to provide a written Statement of Assurance pursuant to A.C.A. § 6-15-202 (f & h) by October 15 of each school year that the school meets the statutory curriculum provisions and requirements relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts.

ARKANSAS CURRICULUM FRAMEWORKS: MATHEMATICS K-8
Strand: Algebra
Standard 4: Patterns, Relations and Functions
Students shall recognize, describe, and develop patterns, relations and functions

	Grade 7	Connections Academy Lesson
Patterns, Relations and Functions	A.4.7.1 Create and complete a *function* table (*input/output*) using a given rule with two operations	7.9.7, 7.9.8, 7.9.9
	A.4.7.2 Identify and extend *patterns* in real world situations	7.9.10, 7.9.11
	A.4.7.3 Interpret and write a rule for a two operation *function table* Ex. multiply by 2, add 1	7.9.7, 7.9.8, 7.9.9
Expressions, Equations and Inequalities	A.5.7.1 Solve and graph one-step *linear equations* and *inequalities* using a variety of methods (i.e., hands-on, *inverse operations*, symbolic) with real world application with and without *technology*	7.1.2, 7.1.3, 7.1.9, 7.1.10, 7.6.14, 7.8.14
	A.5.7.2 Solve simple *linear equations* using *integers* and graph on a *coordinate plane* Ex. use a T chart	7.1.2, 7.1.3, 7.1.9, 7.1.10, 7.6.14, 7.8.14
	A.5.7.3 Translate phrases and sentences into *algebraic expressions* and *equations* including parentheses and positive and *rational numbers* and simplify *algebraic expressions* by combining like terms	7.2.1, 7.2.2, 7.2.7, 7.2.8, 7.6.14, 7.8.14, 7.9.13
	A.5.7.4 Write and evaluate *algebraic expressions* using positive *rational numbers*	7.2.1, 7.2.2, 7.2.7, 7.2.8, 7.6.14, 7.8.14, 7.9.13

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 1 / 10

Weakness: The objective does not describe the geographical area to be served.

Strengths: - -

Objective 9: Delta YES Connections Academy (DYCA) Response:

The original charter application states in response to Objective 10:

> DYCA will be located in the Brinkley School District in Monroe County and will serve students in the Central Delta within a 50-mile radius of the school's Learning Center in Brinkley. This geographical area includes the following school districts:
>
> Augusta School District
> Barton-Lexa School District
> Clarendon School District
> Des Arc School District
> Dewitt School District
> Forrest City School District
> Hazen School District
> Helena/ W. Helena School Dist.
> Hughes School District
> Lee County School District
> Marvell School District
> McCrory School District
> Palestine-Wheatley School District
> Stuttgart School District

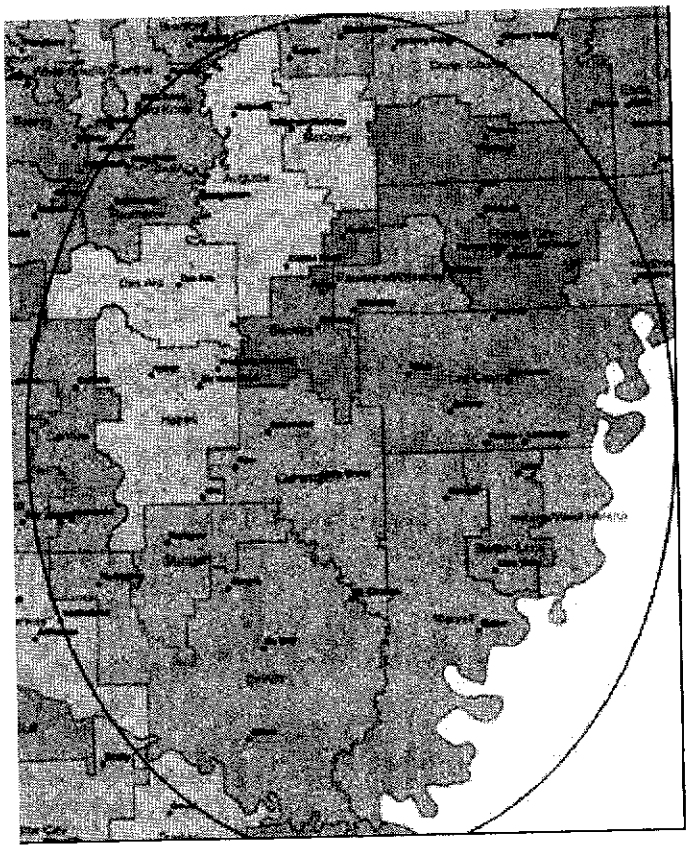
DYCA is pleased to add the following descriptive details.

The Central Delta region that will be served by DYCA is the primarily rural area east and southeast of Little Rock edging toward the Mississippi River and the border with Tennessee.. The districts to be served are described by the National Center for Education Statistics[1] as "Rural: Remote," "Small Town: Remote," or "Town: Distant." The table at right shows the

County	School District	Population/District Enrollment
ARKANSAS	DEWITT SCHOOL DISTRICT	9,882/1,587
ARKANSAS	STUTTGART SCHOOL DISTRICT	10,671/1,989
LEE	LEE COUNTY SCHOOL DISTRICT	11,328/1,526
MONROE	BRINKLEY SCHOOL DISTRICT	4,932/979
MONROE	CLARENDON SCHOOL DISTRICT	4,243/724
PHILLIPS	BARTON-LEXA SCHOOL DISTRICT	3,428/856
PHILLIPS	HELENA/ W.HELENA SCHOOL DIST.	14,814/3,174
PHILLIPS	MARVELL SCHOOL DISTRICT	3,458/603
PRAIRIE	DES ARC SCHOOL DISTRICT	3,673/631
PRAIRIE	HAZEN SCHOOL DISTRICT	2,762/470
ST FRANCIS	FORREST CITY SCHOOL DISTRICT	22,374/4052
ST FRANCIS	HUGHES SCHOOL DISTRICT	3,809/652
ST. FRANCIS	PALESTINE-WHEATLEY SCHOOL DISTRICT	2,680/614
WOODRUFF	AUGUSTA SCHOOL DISTRICT	4,153/748
WOODRUFF	MCCRORY SCHOOL DISTRICT	3,501/640

[1] National Center for Education Statistics, US Department of Education, Search for Schools, Colleges and Libraries, http://nces.ed.gov/ccd/schoolsearch/

districts with their total population and district enrollment, according to School Matters.



Traditionally an agricultural area, the Central Delta region has been targeted in the 21st century for economic and community development focusing on entrepreneurship and technology-facilitated small business. However, significant challenges must be overcome to meet this vision, including lack of educational opportunity.

In addition to being rural, the Central Delta region has a higher concentration of low-income families than the state as a whole. The income of almost 1 in 4 families is below the poverty line, and more than 65% of the students attending local public schools are considered economically disadvantaged.

Almost all of the school districts within the Central Delta region have one or more school that are in Year 1 or beyond of school improvement, and most of the districts are too small to offer many choices beyond the traditional, and often low-performing, public school.

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 6 / 10

Weakness: - -

Strengths: The information required in the objective is listed.

Objective 10: Delta YES Connections Academy (DYCA) Response:

In its original charter application filed on August 31, 2007, DYCA provided the following answer for Objective 10:

> Before November 15 of each school year, DYCA will publish its annual report to parents, the community, and the Arkansas State Board of Education documenting the progress the school has made toward meeting its academic performance objectives during the previous school year. The report will also include demographic and geographic information about the student body, highlighted activities from the year, and proposed action to correct deficiencies. The annual report will be provided electronically via WebMail to all parents, students, and Learning Coaches, published on the school's website, and published in a newspaper with general circulation in the district(s) the school serves.

DYCA is especially well prepared to create and distribute this annual report because it will report on a similar set of data points throughout the year to its Governing Board. The Monthly School Report captures current data each month about student enrollment, demographics, geographic data, student performance, teacher qualifications, and highlighted field trips and other activities. Staff also reports regularly to the Governing Board on overall school goals and objectives, which are developed in compliance with the Standards for Accreditation, set collaboratively with the Board at the beginning of each year, and reported on in the annual report. Extra bonus compensation for school staff is driven by achievement of these school goals.

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 8 / 10

Weakness: The plan should include Arkansas specific criteria.

Strengths: The applicant provided detailed information for enrollment criteria.

Objective 11: Delta YES Connections Academy (DYCA) Response:

In refining and implementing its plan for enrolling students, DYCA will include criteria that are specific to Arkansas, including acceptable proof of Arkansas residency, acceptable proof of age (e.g., birth certificate, Social Security Number, or other documentation), and immunization documentation in compliance with State Board of Education requirements.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 3 /10

Weakness: The application did not include a financial manager position in the list of key personnel.

Staff levels are described by the teaching year and not grade level. The application should reflect the grade, student enrollment by grade level, and the teacher qualification by certification.

Strengths: The job descriptions are detailed and provided.

Objective 12: Delta YES Connections Academy (DYCA) Response:

DYCA is pleased to provide additional details of its proposed staffing plan for the first year of operations.

Estimated Enrollment 2008-09	
GRADE	**150**
6	27
7	32
8	35
9	28
10	16
11	6
12	6
Total	**150**

Proposed Staffing 2008-09	
Staffing	
Director/Principal	1
Special Ed Coordinator	.5
Guidance Counselor	1
Appropriately Certified, Highly Qualified Teachers	3.7

Administrative Assistant and Homeroom Teachers to be added in future years.

Director/Principal: This staff position will provide both educational leadership, including supervision of teaching staff, as well as external relations and operations management. The qualifications and budgeted salary are as shown in the original charter application.

Teachers: In the first year of operations, the school will hire the FTE equivalent of 3.7 teachers. Some of these teachers may be part-time or shared with another Connections Academy school; all will be Arkansas-certified and Highly Qualified under No Child Left Behind.

To meet the grade level and subject area requirements of the school, DYCA anticipates that one or more of the teachers will have Middle Childhood Certification for multiple subject areas, allowing them to serve the DYCA middle school grades (6-8), while the remainder will have Secondary Certification in specific subjects for serving grade 7-12.

At least one teacher on staff will have certification in special education, and the staff will also have a Special Education Coordinator.

For electives and advanced core courses in Year 1, the school may use contract "adjunct" teachers who are Arkansas-certified and Highly Qualified but not on staff.

Business Manager: Given the school's small size in its first year, DYCA intends to hire a Business Manager on a consulting basis. This will be a much more cost-effective method of ensuring quality Business Management services than hiring a full- or part-time staff position. The cost of the consultant Business Manager is included in the Budget under Fiscal Services/Purchased Services. Note that the school may also use Connections Academy as a purchasing agent for certain services (such as payroll, insurance, and so on) under carefully defined conditions but will maintain distinct and independent oversight through the Business Manager function.

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 8 / 10

Weakness: The applicant states: "DYCA will have a Business Manager… . The Board may choose to contract this Business Manager function to Connections Academy, LLC, …" This means Connections Academy would act as fiscal agent and be responsible for the development of budgets, creation of financial systems, and fiscal and student attendance reporting.

The applicant (page 24, "Segregation of Duties" section) states the school will use an "industry standard accounting software … and that reports will be provided in the format required by the ADE". Charters are required to use the APSCN network and Pentamation software. This statement indicates the applicant might not clearly understand the APSCN network and Pentamation software.

Strengths: The applicant states: "… the DYCA Board is ultimately responsible for the overall financial management of the school". The applicant includes a reasonable and detailed description of the annual budget process, the fiscal management practices, segregation of duties, and banking arrangements/reconciliation

Objective 13: Delta YES Connections Academy (DYCA) Response:

DYCA appreciates the opportunity to clarify these issues relating to its planned business office.

Business Manager: As clarified in this document under Objective 12, the Business Manager function for DYCA for at least Year 1 will be performed by a consultant rather than as a staff position. Whoever fills this role will serve under the supervision of the Governing Board, developing budgets collaboratively with staff for Board approval and reporting monthly to the Board on all revenues and expenditures. In addition, the Board must review and approve any invoice before it can be paid.

APSCN and Pentamation: As clarified in this document under Objective 15, DYCA understands and acknowledges that as an Arkansas public charter school it must use APSCN and Pentamation for its financial and student accounting. DYCA will ensure that its Business Manager as well as the Director/Principal seek out and participate in any training available from ADE or others regarding APSCN and Pentamation.

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 7 / 10

Weakness: - -

Strengths: The applicant provided a complete statement of the process that will be used to conduct the annual audit

Objective 14: Delta YES Connections Academy (DYCA) Response:

DYCA is gratified that the reviewers found complete its statement of the process that it will follow to conduct the annual financial and programmatic audit. DYCA would also like to take this opportunity to note that other schools in the Connections Academy network have also undergone similar annual audits and have had no outstanding issues identified.

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 6 /10

Weakness: The applicant states: "The Connections Academy accounting system tracks and formats all school financial data in a verifiable and transferable format. DCYA stands prepared to arrange successful transmission of this data into the APSCN as required by state statute and State Board of Education rule." This statement is vague. If the applicant intends to use the Connections Academy accounting system instead of the Pentamation software, the applicant might not clearly understand that Charters are required to use the APSCN network and Pentamation software.

Identify who will perform the duties and what training will be provided.

Strengths: The applicant provided a statement of participation in APSCN.

Objective 15: Delta YES Connections Academy (DYCA) Response:

DYCA does fully understand that, as an Arkansas charter school, it will be required to use the APSCN network and Pentamation software, and is fully prepared to do so.

The statement about the Connections Academy system was intended to explain that, as a virtual school, DYCA will be tracking and storing a vast array of data on a continuous basis. Much of this data will be solely instructional, but in other cases it is exactly the same data that must also be reported through Pentamation and APSCN.

DYCA will ensure that its Business Manager (whom it will be hiring on a consulting basis following approval of the charter, see Objective 12) as well as the Director/Principal seek out and participate in any training available from ADE or others regarding APSCN and Pentamation.

DYCA would also like to explore with ADE and/or APSCN methods by which the school can securely and accurately transfer data into these systems without doing double physical data entry. For example, with ADE and APSCN approval, the Business Manager might batch test a process for exporting data from the Connections Academy system. This would not be intended as a substitute for APSCN or Pentamation but rather as a tool for ensuring optimally accurate and efficient entry of DYCA into APSCN and Pentamation.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Score: 6 / 10

Weakness: - -

Strengths: Applicant states that facilities will be in compliance to ADA, IDEA, and all other state and federal laws. It also included a statement from the Brinkley Zoning Office as well as the facility agreement form.

Legal Comments: Pages 25-26 of the application: The applicant describes, and includes Facility Use Agreements for, two (2) separate facilities. The application states that both facilities will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

Site Visit Report

Date: 9/20/07

1. Charter School: Delta YES Connections Academy
2. Location: 131 South New Orleans Ave., Brinkley, AR
3. General Observations: 1,700 sq. ft. facility. Building is a former ambulance service located in an industrial area. Main door and one side door. Two bathrooms, one toilet in each.
4. Academic Suitability: N/A
5. ADA Accessibility: Side exit not accessible, restrooms not ADA compliant.
6. Life Safety Codes: Must meet city and state codes in order to receive occupancy permit.

Objective 16: Delta YES Connections Academy (DYCA) Response:

DYCA very much appreciates the Site Visit Report for 131 South New Orleans Ave., which identified items that will need to be addressed to bring the facility into compliance. The DYCA team will ensure that the side exit will be made accessible and that the restrooms are renovated to be ADA compliant well before the launch of school. We will also ensure that the space is inspected for and meets city and state Life Safety Codes.

If possible, the DYCA team would also request an ADE site visit to the second facility identified in the charter application, 401 N. Main St., Brinkley, AR. Because both facilities are available and would suit the school's purposes, the DYCA team would like to focus its renovation efforts where they can most cost-effectively bring a facility into complete compliance.

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 6 / 10

Weakness: No specific examples of how the Guidance, Health Services, Media Center, or Transportation will be fully integrated into the program.

Charter did not indicate a desire to participate in the National School Lunch Program therefore they would not be eligible for NSLA funds. No lunch expenses were budgeted. However, $217,950 was budgeted for Enhancement Funding, Title I, NSLA Funding, and Special Education. NSLA is only available to those schools who participate in the National School Lunch Program. The Charter does not have a current 501 (c) (3), and cannot be funded by ADE, Child Nutrition Unit until one is obtained. Additionally, the NSLP has no provision to feed children in a Virtual setting.

Objective 17: Delta YES Connections Academy (DYCA) Response:

Within the page limits of the original charter application, DYCA believed it had provided quite specific explanations of how Guidance, Media, Health and Transportation services would be integrated into the program. However, we appreciate having the opportunity and the space to elaborate further. What follows in each instance is the original text from the charter application plus additional examples of how the service will be provided.

A) Guidance Program

Original description: DYCA's Guidance Counselor will work closely with students and their families on course selection and academic planning as well as personal guidance issues. The Guidance Counselor will play a pivotal role in the school's planning for career exploration, entrepreneurship and community service activities, working closely with Delta YES, Inc., the DYCA teaching staff and the Director to arrange these activities. In addition, the Guidance Counselor will have ready access to referral resources for additional counseling and support that students might need for particular issues.

Additional detail: As a staff position serving a relatively small pool of students (compared to school counselors in a brick-and-mortar setting), the Guidance Counselor will have maximum opportunity for one-on-one interaction via telephone, LiveLesson, WebMail and in person. The Guidance Counselor will consult with each DYCA student and his/her parents during the enrollment process to discuss course selection and, for high school students, complete the four-year plan. The Guidance Counselor will also advise the enrollment team about acceptance of incoming transfer credits and will ensure a smooth transition for any DYCA student transferring out. In addition, the DYCA Guidance Counselor will take on the special task of designing virtual career explorations specifically for Central Delta youth for whom 21st century opportunities exist beyond agriculture and the service industry.

B) *Health Services*

Original description: DYCA will not provide direct health services but will serve as a source for referrals for students who may need such services. The blended virtual model in itself will prove useful to students with health issues – including allergies, physical disabilities and pregnancy – that make learning in a traditional classroom problematic. DYCA will seek a waiver from the Arkansas Board of Education to allow the school to provide health services through referral rather than onsite.

Additional detail: DYCA staff will develop, in consultation with local health care providers, a comprehensive list of referral resources that the entire DYCA staff will have at its fingertips for students who may need health services. DYCA may develop a formal consulting relationship with a local physician or nurse practitioner to review these referral resources regularly and to occasionally provide direct service for DYCA students when they are on-site at the school.

C) *Media Center*

Original description: The entire DYCA curriculum and instructional program is media-rich and technology-facilitated. Students will have one-to-one access to computer technology through the DYCA program and teachers will use computer media to deliver the curriculum and communicate with students both at home and in the Learning Center. In addition, DYCA has an extensive Virtual Library accessible to students 24 hours per day, 7 days a week. DYCA will seek a waiver from the requirement to have a dedicated Media Specialist on staff.

Additional detail: At DYCA, every student and every teacher will use technology in many ways every day. The DYCA program will provide a loaned computer and printer and an Internet subsidy to students who don't already have such technology at home. The DYCA curriculum for grades 6-8 includes an Educational Technology and Online Learning course which provides not only a comprehensive set of technology skills ranging from basic productivity tools to Web page development, but also reinforces national and state academic standards, online study skills, and

Internet safety. The high school curriculum also includes several 21st Century skills-focused technology courses. Students will have access through the virtual library to encyclopedias, research databases and e-books. For more intensive, face-to-face media center resources, DYCA will partner with local libraries and community colleges in the Central Delta for occasional student field trips. Taken together, technology is not an add-on at DYCA; it is integral to all teaching and learning.

D) Transportation

Original description: As a blended virtual school with a personalized instructional model, DYCA will not serve all of its students in person on site every day. Rather, students will come to the Learning Center individually and in small groups several hours per week, often accompanied by their parents. Students in Brinkley will be expected to provide their own transportation to the Learning Center (which is centrally located, within walking distance of most parts of town), and the school will help to facilitate private transport (e.g., carpooling) to the Learning Center for students from surrounding communities. For students outside of Brinkley who cannot provide their own transportation, DYCA will use a Request for Proposal process to select one or more properly licensed transportation vendors to provide safe, compliant alternative transport to the school on an as-needed basis. For other required face-to-face school activities, such as state standardized testing, similar arrangements will be made to provide transportation as needed. In addition, the school's special education budget will allow for facilitation of transportation as needed for special education students whose IEPs require face-to-face services outside their homes.

Additional detail: Several local Brinkley-area transportation providers have expressed interest in serving the school's limited transportation needs should the need for paid transportation by sufficient to warrant an RFP. DYCA will also draw upon the expertise of other Connections Academy schools nationally which have successfully facilitated carpooling for optional as well as required school events.

National School Lunch Program: DYCA will not be participating in NSLP, and has revised its Budget accordingly (see Budget section of this response).

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 4 / 10

Weakness: Not sufficiently detailed. Include specific information on types of field trips and how it ties into the curriculum. Not evident how parents will be fully incorporated in student learning as "coaches" or how parents will be involved in the school's educational programs.

Strengths: - -

Objective 18: Delta YES Connections Academy (DYCA) Response:

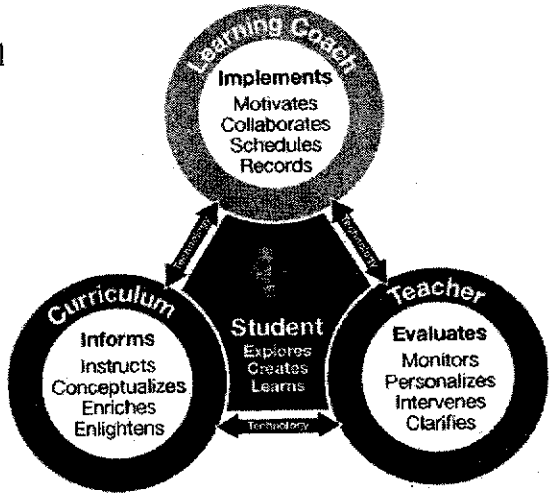
Parents/guardians are absolutely central to the DYCA concept, as noted in Objective 18 in the original application. Since the important role of the parent/guardian was discussed in numerous places throughout the application, DYCA appreciates the opportunity to pull all of this material together in one place and provide additional details.

Learning Coach: On page 6 of the original application, DYCA provided the following Definition:

> ***Learning Coach:*** A parent, extended family member, or similarly qualified adult designated by the parent/guardian who works in person with the DYCA student under the guidance of the Arkansas-licensed professional teacher. For students in grades 6-8, the Learning Coach may be directly involved in overseeing daily schoolwork that the student completes at home; for high school students, the Learning Coach ensures that the student carries out school and teacher instructions. All Learning Coaches will be expected to confer with teachers at least twice a month, ideally in person at the Learning Center. Both the Learning Coach and student interact with the teacher frequently via telephone, WebMail (the secure internal DYCA email system), LiveLesson™ (the unique web conferencing too used for real-time interaction), and in-person meetings. The school provides ongoing training to help Learning Coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.

On pages 11-12, the original application included the following details:

> **The Learning Triad:** Instruction at DYCA surrounds each student with the resources needed for success. Each student is part of a "learning triad" as illustrated at right.
> **A complete learning team:** At DYCA, student learning benefits from committed



educators and involved parents who provide total support for the student's PLP.

- *Highly qualified Arkansas teachers:* Each DYCA student has a highly qualified Arkansas teacher specially trained in the blended virtual curriculum and instructional method. Teachers work closely with each student on a one-on-one basis using innovative technology tools as well as face-to-face techniques. The teacher is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers add, expand or replace assignments; they also grade students in each subject for the regular report cards and make promotion or retention decisions.
- *Face-to-face Learning Coaches:* As explained in Definitions, above, each DYCA student has a Learning Coach—a parent, extended family member, or other responsible adult designated by the parents—who works with him or her in person under the guidance of the Arkansas professional teacher. Parent involvement is a centerpiece of the DYCA concept. Whether a parent's role is as a Learning Coach, or as someone providing oversight to the Learning Coach, all parents/guardians are intimately familiar with their student's progress on a day-to-day basis.

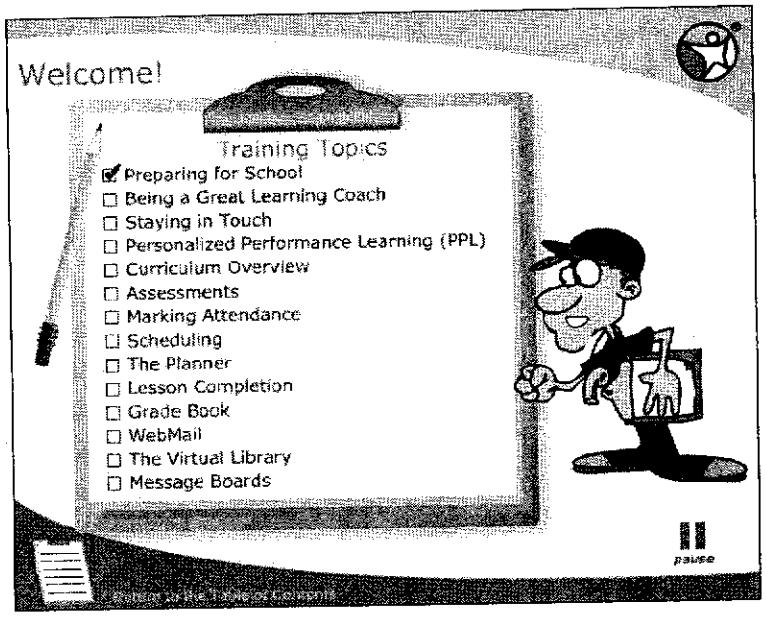
From a practical, day-to-day viewpoint, the Learning Coach is directly involved with and responsible for helping to advance the student's progress through the program by:

- Having and using his/her own username, password, homepage and technology tools such as WebMail, an electronic To Do list, and constant, real-time access to his/her student's planner of lessons and gradebook.
- Collaborating on the student's Personalized Learning Plan
- Logging attendance hours for the student based on work completed
- Verifying completeness of lessons before submission to the teacher
- Ensuring that the student stays on task.
- Having a parent-teacher conference (by phone or LiveLesson) bi-weekly or once per month, depending on grade level

To prepare Learning Coaches for their very important role, DYCA will provide ongoing training and support, beginning with a brief (approximately 20-30 minutes), self-running online orientation prior to the start of school (see right). Teachers and/or technology support staff gladly assist parents in viewing and completing this important orientation, which is also available in print format for those who may not yet have ready access to a computer. Learning Coaches must certify that they have taken the orientation before they can fully complete the enrollment process. In a survey of applicants to Connections Academy schools nationally in 2006, 91% of parents reported that they found this orientation to be very helpful.

Once beginning the Connections Academy program, Learning Coaches have access to always-available tutorials on key program features (such as WebMail, the virtual library, and so on), a toll-free technology and educational support service, and ready access to teachers through phone, WebMail, and other means. Because the online tools are user-friendly, and key components such as lesson manuals and many curriculum materials are

provided in print form as well as online, Learning Coaches are able to fulfill their responsibilities regardless of their own level of technology expertise. Since Learning Coaches are responsible for entering attendance and marking lessons as complete (both of which are verified by the teacher), Learning Coaches cannot "fall behind" their students, but may be proactively contacted by the teacher or principal to provide assistance in the rare instance in which the Learning Coach does not reach out for help or is not timely entering attendance or marking lessons as complete.



Some DYCA parents/guardians may choose to go beyond Learning Coach duties for their own children to serve as Community Coordinator, helping to organize field trips and other face-to-face activities among families who live nearby. The field trips are optional and vary according to the needs and interests of the families, but successful trips in other locales have included trips to the state Capitol and state art museums, visits to wildlife preserves and agricultural museums, trips to local factories, and visits to local natural phenomena like caves, waterfalls, bogs and nighttime habitats. Given the entrepreneurship and community service aspects of DYCA, Community Coordinators may help arrange career visits, internships, service opportunities and so on.

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The applicant requests a waiver from Sections 10.02.4 (concerning student-teacher ratio of 25:1 in Grades 4-6) and 10.02.5 (concerning student-teacher ratio of 30:1 in Grades 7-12) of the Department's Rules Governing the Standards for Accreditation. The applicant states that the "DYCA blended virtual model allows teachers to have an average student ratio of 40:1 while providing one-on-one, highly personalized instruction."

In light of the concerns listed in Comment #2 above, the Department recommends that these waiver requests be denied.

Objective 19: Delta YES Connections Academy (DYCA) Response:

DYCA does not understand the basis on which the Department would recommend denial of its waiver requests regarding student-to-teacher ratio. The personalized virtual model which allows a different student-to-teacher ratio than is practical in a brick-and-mortar environment has been proven successful nationally (where Connections Academy schools have performed well, earning an A grade on the Florida State Report Card and being the only virtual school in Ohio to ever make AYP) as well as in Arkansas, as demonstrated in the Arkansas Virtual School pilot. DYCA stands by its waiver requests and looks forward to discussing these issues in depth with appropriate ADE staff.

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: Page 33: The application, in describing the proposed charter school's impact on the desegregation status of public schools, states that the Brinkley School District is not under a desegregation order. The Department's records indicate that the Brinkley School District is still operating under a federal court desegregation order or decree and that this decree has not been formally dismissed.

The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Objective 20: Delta YES Connections Academy (DYCA) Response:

DYCA regrets having been misinformed about the Brinkley School District's desegregation order or decree. Since virtual schools like DYCA typically draw a representative cross-section of the areas they serve, we do not expect DYCA to have any impact on the district's compliance with that order. The same is true for the other 14 districts from which DYCA students will be drawn.

DYCA looks forward to receiving and reviewing the Attorney General's forthcoming memo on desegregation issues.

BUDGET COMMENTS AND RESPONSE

- Objective 12 provided job descriptions and key personnel. This list included 3.7 teachers for Grades 6 – 12. The budget stated it would fund 6.2 teachers.
- The budget does not included expenditures for Health Services, Food Services, and Data Processing.
- The budget includes an expenditure for Marketing & Community Outreach.
- The budget indicates funding 6.2 teachers at $148,200, or an average of $23,903. The Salary Schedule states Secondary Teachers will be paid $38,000. The budgeted expenditure of $148,200 divided by the Salary Schedule of $38,000 equals 3.9 positions. The applicant should review this information and make the appropriate revisions.
- Revenues are $1,152,966. Expenditures are $1,146,866. Revenues exceed expenditures by $6,100.
- Revenues used $5,789 in per student Foundation Funding. 2008 – 2009 Foundation Funding per ADM is $5,789 plus $87 in (total) Enhanced Funding for a total of $5,876. This could understate revenues by $13,050.
- Revenues include $66,666 in Grants. The source of these Grants is not identified.
- Revenues include $217,950 in "Enhanced Funding" which includes Title I, NSLA, and Special Education.
- Revenues are based on the school enrolling the maximum number of students, 150.
- The applicant included a salary schedule, a calendar, a facility use agreement, evidence of status as eligible entity and a signed Statement of Assurances Form.

In the Revised Budget that follows:

- Number of teachers has been corrected to 3.7
- No separate expenditures are anticipated for Health Services or Food Services, as explained in Objective 17. Data processing is included in Purchased Services under Administration.
- Marketing and Outreach costs are no longer included (may be donated by Connections Academy)
- Foundation Funding has been corrected to $5876
- The source of the Grants is the Federal Public Charter School Grant Program administered by the Arkansas Department of Education
- NSLA funding no longer included

Charter School Application
Budget Worksheet

Directions: Fill in the budget expenses under the "Amount" heading. The "Total" column will calculate automatically

Line#	Revenues	Amount	Total
1	Estimated State Charter School Aid:		
2	No. of Students 150 x $5876	881,400	
3	Total State Charter School Aid	$881,400.00	$881,400.00
4			
5	Other Sources of Revenues:		
6	Contributions		
7	Grants - Federal Public Charter School Grant thru ADE	$66,666.67	
8	Gifts		
9	Other - Title I, Special Ed	$110,610.00	
10	Total Other Sources of Revenues		$177,276.67
11			
12	**TOTAL REVENUES**		$1,058,676.67
13			
14	**Expenditures**	**Amount**	**Total**
15			
16	Administration:		
17	Salaries: (No. of Positions 1)	$80,000.00	
18	Fringe Benefits	$30,920.00	
19	Purchased Services	$91,177.13	
20	Supplies and Materials		
21	Equipment		
22	Other *(Describe)*	$3,000.00	$205,097.13
23			
24	Regular Classroom Instruction:		
25	Salaries: 3.7	$144,300.00	
26	Fringe Benefits	$55,771.95	
27	Purchased Services	$84,993.75	
28	Supplies and Materials	$293,512.50	
29	Equipment	$2,340.00	
30	Other - Curriculum Postage, Staff Training	$9,187.50	$590,105.70
31			
32	Special Education:		
33	Salaries: (No. of Positions 0.5)	$25,000.00	
34	Fringe Benefits	$9,662.50	
35	Purchased Services	$58,144.67	
36	Supplies and Materials		
37	Equipment		
38	Other *(Describe)*		$92,807.17

39			
40	Gifted and Talented Program:		
41	Salaries: *(No. of Positions___)*		
42	Fringe Benefits		
43	Purchased Services		
44	Supplies and Materials		
45	Equipment		$0.00
46	Other *(Describe)*		
47			
48	Alternative Education Program:		
49	Salaries: *(No. of Positions___)*		
50	Fringe Benefits		
51	Purchased Services		
52	Supplies and Materials		
53	Equipment		$0.00
54	Other *(Describe)*		
55			
56	Guidance Services:		
57	Salaries: (No. of Positions 1)	$45,000.00	
58	Fringe Benefits	$17,392.50	
59	Purchased Services		
60	Supplies and Materials		
61	Equipment		$62,392.50
62	Other *(Describe)*		
63			
64	Health Services:		
65	Salaries: *(No. of Positions___)*		
66	Fringe Benefits		
67	Purchased Services		
68	Supplies and Materials		
69	Equipment		$0.00
70	Other *(Describe)*		
71			
72	Media Services:		
73	Salaries: *(No. of Positions___)*		
74	Fringe Benefits		
75	Purchased Services		
76	Supplies and Materials		
77	Equipment		$0.00
78	Other *(Describe)*		
79			
80	Fiscal Services:		
81	Salaries: *(No. of Positions___)*		
82	Fringe Benefits		
83	Purchased Services	$25,132.80	
84	Supplies and Materials		
85	Equipment		$25,132.80
86	Other *(Describe)*		

87			
88	Maintenance and Operation:		
89	Salaries: *(No. of Positions___)*		
90	Fringe Benefits	$51,341.00	
91	Purchased Services		
92	(include utilities)		
93	Supplies and Materials	$15,750.00	
94	Equipment	$1,050.00	$68,141.00
95	Other *(Describe)*		
96			
97	Pupil Transportation:		
98	Salaries: *(No. of Positions___)*		
99	Fringe Benefits	$15,000.00	
100	Purchased Services		
101	Supplies and Materials		
102	Equipment		$15,000.00
103	Other *(Describe)*		
104			
105	Food Services:		
106	Salaries: *(No. of Positions___)*		
107	Fringe Benefits		
108	Purchased Services		
109	Supplies and Materials		
110	Equipment		$0.00
111	Other *(Describe)*		
112			
113	Data Processing:		
114	Salaries: *(No. of Positions___)*		
115	Fringe Benefits		
116	Purchased Services		
117	Supplies and Materials		
118	Equipment		$0.00
119	Other *(Describe)*		
120			
121	Substitute Personnel:		
122	Salaries: *(No. of Positions___)*		$0.00
123	Fringe Benefits		
124			$0.00
125	Debt Expenditures:		
126	Other Expenditures:		
#REF!			$1,058,676.30
#REF!	**TOTAL EXPENDITURES**		

Delta YES
Connections Academy

Deidre Douglas Williams
Delta YES, Inc. Founder

Greetings from the Central Delta

Public Hearing in Brinkley, Aug. 23

Our Challenges

- Families in poverty = 49% above the state
- Median household income = 25% below state median
- Just 64% of adults are high school graduates, and fewer than 10% have college degrees

- Many local schools are in Years 1-7 of NCLB School Improvement – with NO other public school options

Leaving No Stone Unturned for Our Future

- Delta YES – Youth Educated and Skilled
  - Entrepreneurship
  - Community service
  - Technology
  - Innovations in education

Inspired by experience with 21st Century Community Learning Center

Delta YES Connections Academy

Refined Mission Statement: The mission of Delta YES Connections Academy is to provide a personalized academic program infused with entrepreneurship and community service opportunities for students of the Central Delta regardless of race, ethnic origins, national background or socioeconomic level. Given the social and economic disadvantages that Central Delta communities face, it is imperative that students obtain the skills and desire to meet the needs of their community.

DYCA at a Glance

- Blended virtual charter school
- Grades 6-12
- 150 students
- Brinkley office/ teaching center

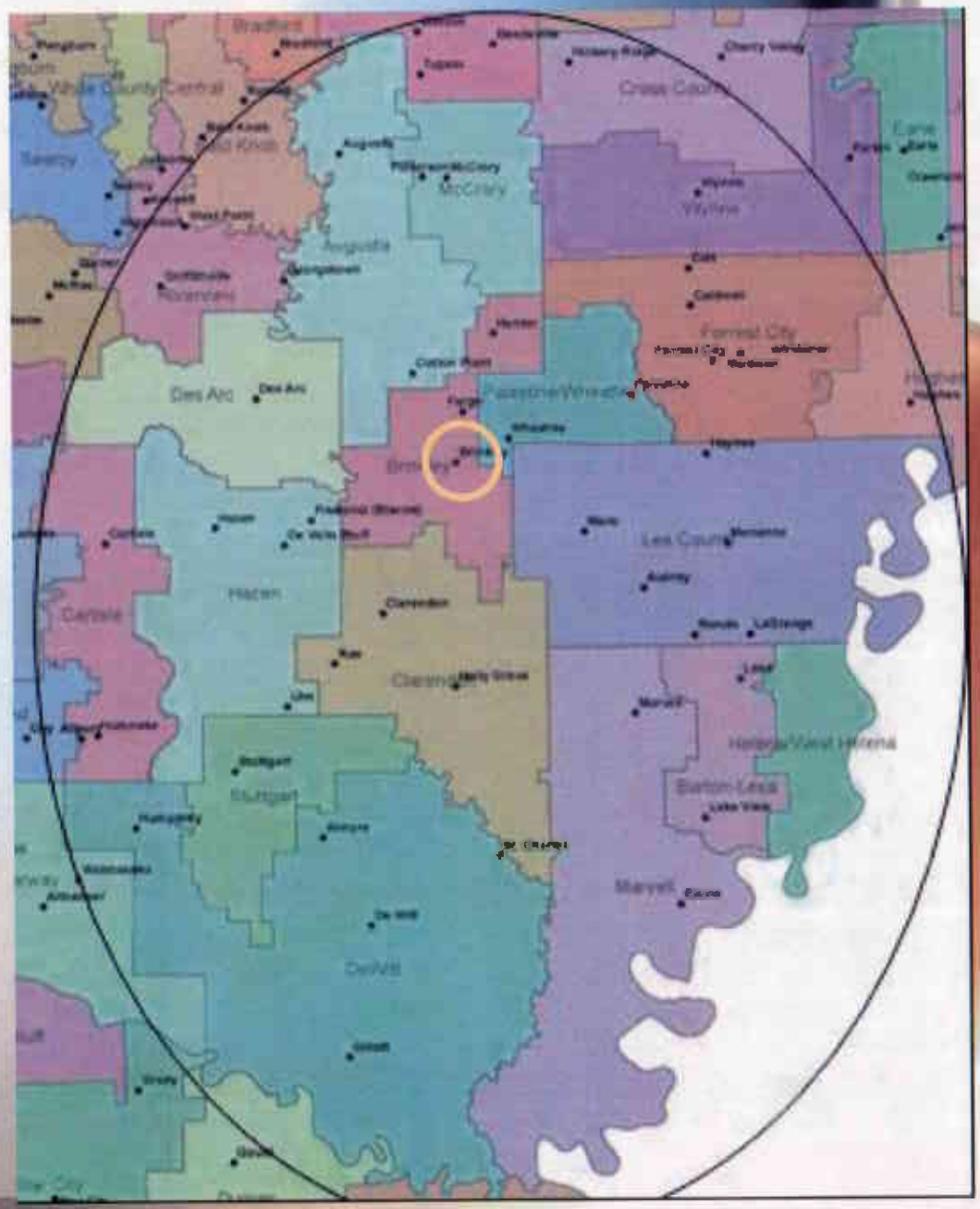
- Staff: Director/Principal, certified teachers, guidance counselor, special education coordinator

Serving the Central Delta

Based in Brinkley, reaching 14 other districts

- Augusta School District
- Barton-Lexa School District
- Clarendon School District
- Des Arc School District
- Dewitt School District
- Forrest City School District
- Hazen School District
- Helena/ W. Helena
- Hughes School District
- Lee County School District
- Marvell School District
- McCrory School District
- Palestine-Wheatley
- Stuttgart School District

- Approx. 50-mile radius
- Students work from home, come to center 2~4 hours per week for individual and small group consultation

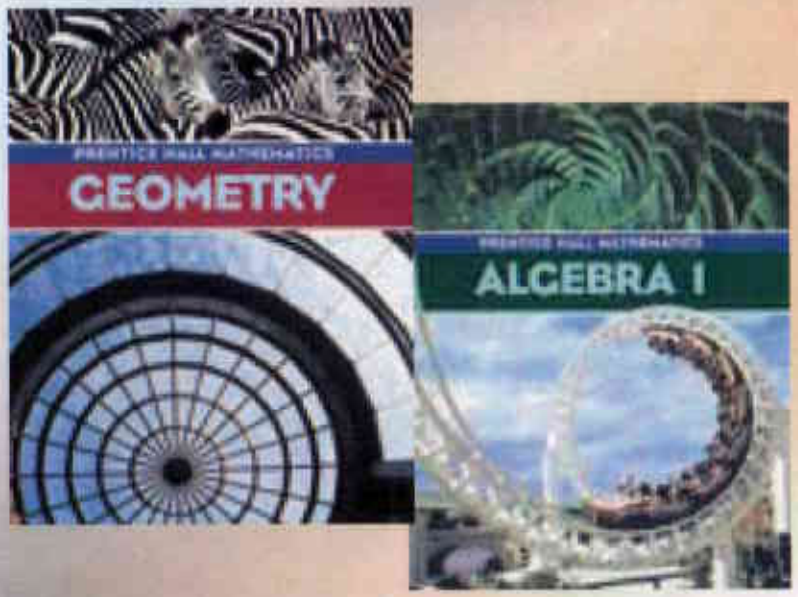


Curriculum/Technology Partner

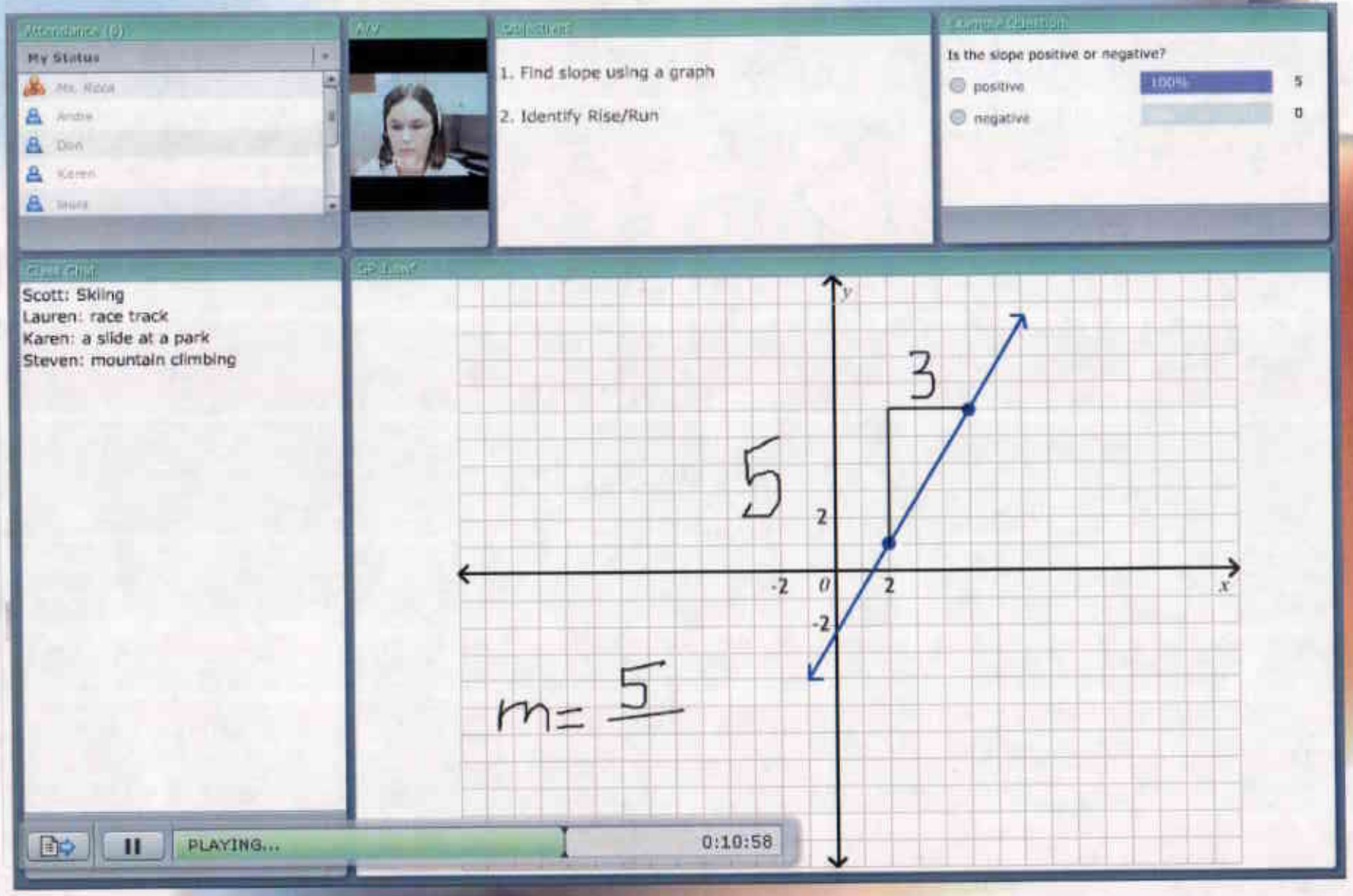
- We've reviewed many, and selected <u>Connections Academy</u>
  - Born out of Sylvan – proven quality
  - First to be accredited by CITA
- Virtual public schools in 13 states, serving 10,000 students K-12

About the Curriculum

- Aligned to Arkansas Curriculum Frameworks
  - Alignment to be complete – all gaps filled – by start of school
- Online and offline curriculum materials



Teachlets® and LiveLessons®



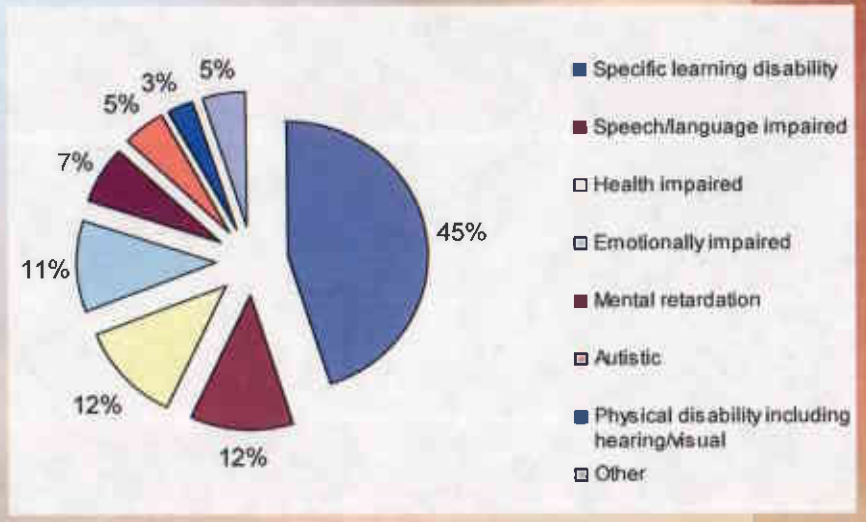
Flexible Scheduling

Face-to-Face and Team Projects

- Community service
- Virtual career days
- Entrepreneurship activities
- Field trips and "just for fun"outings

Special Care for Special Ed

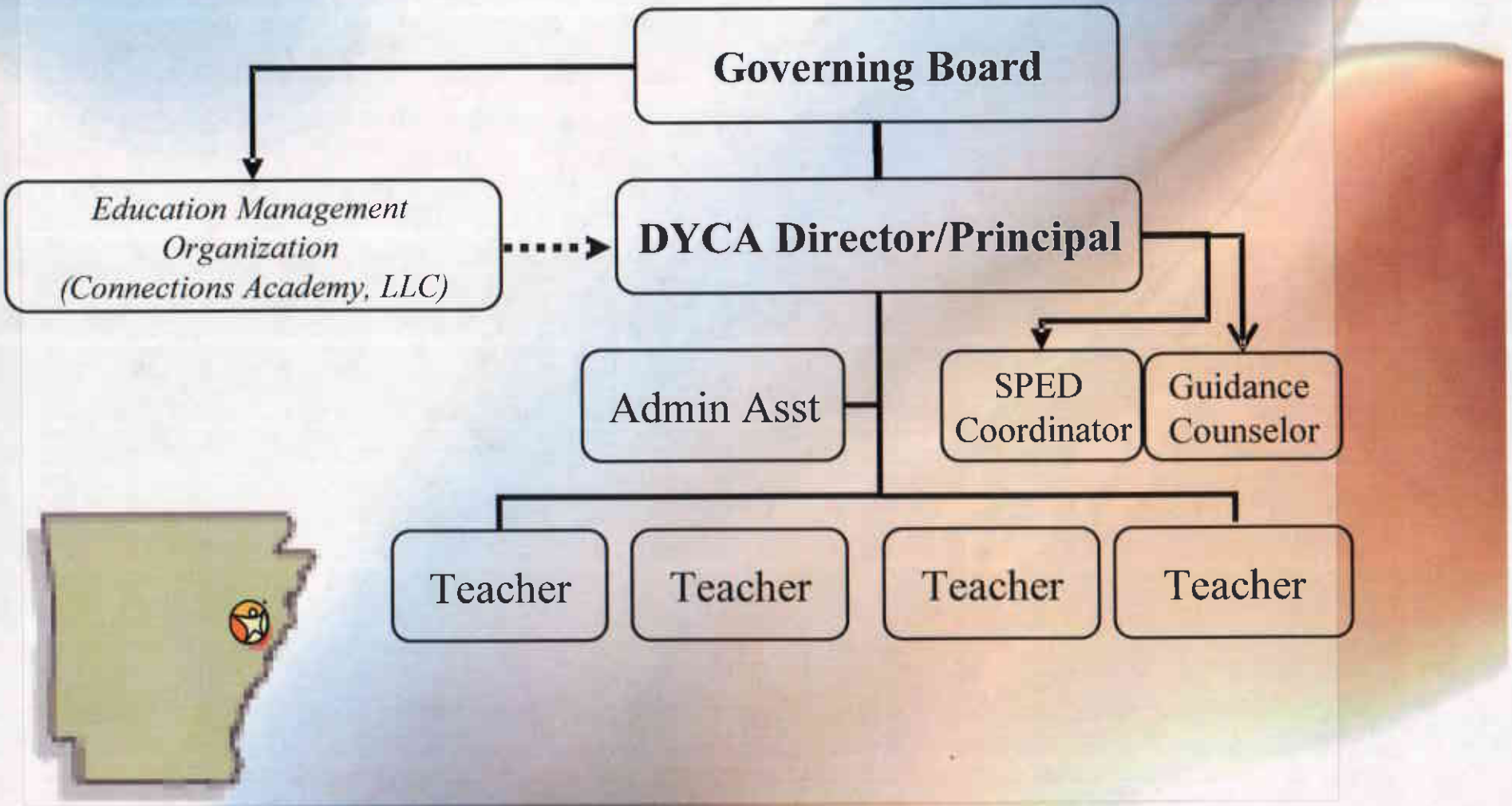
- Connections Academy expertise in serving students with special needs in virtual setting
- 12-18% of Connections students have special needs
- 83% of special ed parents are satisfied



Participation in State Testing

- Students will take state tests in person, in secure proctored environment (Brinkley office and other locations as needed)
- School will make AYP first year eligible, and then meet/exceed scores of target districts and state

Strong Local Governance



Interim Governing Board

- **Willie Branch,** *Community Member:* Pastor in Brinkley as well as president of the local chapter of the NAACP; seeking a degree from the University of Arkansas at Pine Bluff.
- **Carolyn Gilchrest,** *Business Leader/Educator: B*usiness woman in the Brinkley community former early childhood educator.

- **Damon Lewis,** *Parent/ Community Member:* Years of experience with Upward Bound; currently director of Project Exposure, a program that provides field trip experiences to youth in the community.
- **Trudy Vance,** *Educator:* A retired educator serving Brinkley School District for over 30 years; also active in church and community service.
- **C. J. Williams, Jr.,** *Business Leader:* Licensed funeral director serving in the Brinkley community.

Questions and Answers

Deidre Douglas Williams,
Educator
818 N. New Orleans
Brinkley, AR 72021
(870) 589-1147 tel
(501) 421-8754 fax
precise3@hotmail.com

Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 15, 2007

Dr. Martin W. Schoppmeyer, Jr.
1156 Glenn Lane
Fayetteville, AR 72703

Re: Notice of Appeal/State Board Meeting
Northwest Arkansas Science and Math Intermediate

Dear Charter Applicant and Affected School District(s):

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Fayetteville School District will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

RECEIVED
OCT 16 2007
CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts
Superintendent Gary Compton, Bentonville School District

School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
Superintendent Alvin Lievsay, Huntsville School District
School Board President Dale Phillips, Huntsville School District
Superintendent Wayne Thompson, Lee County School District
School Board President Pearlethe Collins, Lee County School District
Superintendent Frank Holman, Lincoln School District
School Board President Gary Morris, Lincoln School District
Interim Superintendent Linda Watson, Little Rock School District
School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
School Board President Michael Williams, Marvell School District
Superintendent Barry Scott, McCrory School District

School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
School Board President Trent Cox, North Little Rock School District
Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
Superintendent Don Collins, Palestine-Wheatley School District
School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
School Board President Tyrus R. Reed, Prairie Grove School District
Superintendent James Sharpe, Pulaski County Special School District
School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

ARKANSAS STATE BOARD OF EDUCATION
POLICY OF PROCEDURES FOR HEARING
CHARTER SCHOOL APPEALS AND APPLICATIONS

1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the proposed charter school to the State Board.

2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school.

3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.

4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Northwest Arkansas Science and Math Intermediate

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NOTICE OF APPEAL

VIA CERTIFIED MAIL

Tuesday, October 02, 2007

State Board Office
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Madam Chairperson:

The Northwest Arkansas Science and Math Intermediate (NASMI) is in receipt of the Fayetteville Public School's letter disapproving our application for an open-enrollment charter school to be located in their district. Although no written findings were included, we respectfully seek to appeal their decision before the Arkansas State Board of Education.

Sincerely,

Marty

Dr. Martin W. Schoppmeyer, Jr.
(Enclosure)

CC: School Board of Fayetteville Public Schools

RECEIVED
OCT 05 2007
CHARTER SCHOOL OFFICE

Fayetteville Public Schools

CELEBRATING THE PAST WHILE EMBRACING THE FUTURE
WWW.FAYAR.NET

September 28, 2007

Dr. Mary Ann Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

On September 27, 2007, the Fayetteville Board of Education discussed the application submitted by Dr. Martin Schoppmeyer to open a charter school within the Fayetteville School District. After a lengthy discussion, the Board voted to disapprove the Application for Approval of an Open-Enrollment Charter School by The Academy, Inc. The vote on the motion to disapprove the application was 7 for and 0 against.

Sincerely,

Stephen M. Percival
President, Fayetteville Board of Education

SMP/pn

RECEIVED
SEP 28 2007
CHARTER SCHOOL OFFICE

1000 WEST STONE STREET PO BOX 849 FAYETTEVILLE, ARKANSAS 72702-0849 (479) 444-3000

June 26, 2007

Dr. Mary Ann D. Brown
Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

Please consider this letter official notification of intent to apply for an open-enrollment public charter school. Following are responses to the itemized requirements for this submission:

1) Name of Eligible Entity which intends to apply for a charter: The working name of the entity is The Lyceum, Inc.
2) Contact Person Information: Dr. Martin W. Schoppmeyer, Jr.
   lyceumofnwa@gmail.com
3) Congressional District: 3
4) Eligible Entity Description: The eligible entity, now under the working name of The Lyceum, Inc. will be established as a 501 (c) (3) organization.
5) Name of the Proposed Charter School: NWA Science and Math Intermediate
6) The Proposed Charter Location: Fayetteville
7) Grade Levels: 6-8
8) Description of purpose or special emphasis: The proposed school's purpose is to provide an educational option for students in the Fayetteville school area. Special emphasis will be given to science, technology, engineering and mathematics education.

Please don't hesitate to contact me should you have questions.

Sincerely,

Dr. Martin W. Schoppmeyer, Jr.
President & CEO, The Lyceum, Inc.

RECEIVED
JUL 02 2007
CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Dr. Martin Schoppmeyer,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed. D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Arkansas Department of Education

Open-Enrollment Public Charter School Application Evaluation Report

Proposed Name: Northwest Arkansas Science and Math Intermediate

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Approved July 22, 2003

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 7 / 10

Weakness: Evidence of attendees was not included, i.e., number of attendees, sign-in sheet, etc., or of who attended, parents, etc

Strengths: The survey conducted at the public hearing was not a required element.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 7 / 10

Weakness: Did not meet the required three-week prior notice criteria.

Strengths: Three out of four of the criteria were met.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 5 / 10

Weakness: The Board president position description states: "President: ... having general and active management responsibility of all the business affairs".

The NAS&M Administrator position description states: "will be the supervising manager of the charter school ...." The applicant should clarify the management responsibility for the business affairs of the charter. It is unclear as to who will vote in the election of the school board.

Strengths: Applicant has provided reasonable descriptions of job responsibilities.

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 8 / 10

Weakness: - -

Strengths: Mission statement is included.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 7 / 10

Weakness: There is a concern regarding the validity of the use of state-wide data vs. the use of data from the surrounding area where the school will be located. Local data should be utilized to substantiate need.

Strengths: Varied range of data used.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 3 / 10

Weakness: Appears that the curriculum relies heavily on the Plato program. The table included in the application reflects a "snapshot in time". Please define what is meant by "snapshot in time". Clarification is needed as to if this curriculum is available now, or in the future. The summative and formative evaluation sections make no mention of any of the CRT/NRT assessments. There is no discussion of the specific curriculum content of the instructional program (specific courses, i.e., Algebra 1, foreign languages, biology, etc.)

Strengths: - -

Legal Comments: p. 11, Application: "A blended approach of traditional classroom instruction, interactive compressed video courses and web-based asynchronous training will be required to meet requirements and offer students the full breadth and scope of contact they deserve."

p. 17: "The Northwest Arkansas Science & Math Intermediate will utilize both synchronous and asynchronous distance learning assets, media and tools to meet the mandated Standards for Accreditation of Arkansas Public Schools."

House Bill 2481 (Bill) of the 2007 Regular Session of the 86th General Assembly specifically permitted a public school district or open-enrollment charter school to offer a blended school program. The Bill, however, was not enacted into law by the General Assembly.

Additionally, Section 24 of Act 1420 of the 2007 Regular session of the 86th General Assembly requires the Department of Education to notify the State Board of Education by July 1, 2007 of the maximum number of students (up to 500) that the State Board of Education shall allow to enroll and attend any open-enrollment charter school that uses internet, long-distance or virtual technology as the primary method of teaching. The State Board of Education has already approved an open-enrollment charter for the maximum number of students permissible under this Act for the Arkansas Virtual School.

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 4 / 10

Weakness: There is reference of a national standardized test without clarification. There is no reference to any of the state mandated specific grade level CRT or NRT assessments. There is reference to a state required high school exam that is unclear in identification and function. What certified personnel will be administering the State Mandated Assessments?

Strengths: - -

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 3 / 10

Weakness: There is no reference as to how the curriculum is developed and aligned to the Arkansas Curriculum Frameworks.

Strengths: - -

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 5 / 10

Weakness: Application does not describe the geographical area.

Strengths: - -

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 7 / 10

Weakness: No description is given to the development of a report to the State Board of Education.

Strengths: - -

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 8 / 10

Weakness: - -

Strengths: The enrollment criteria and student admission selection processes are clearly described and includes a statement concerning the use of a random, anonymous selection when necessary. It also includes the use of interviews as part of the selection procedure.

Legal Comments: p. 26: "The weighted lottery will be conducted by grade level to assure a balance of students in each grade level. Students of staff, faculty and board members will automatically be accepted."

Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc.

Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306 (14)(B) (ii) to only permit the following preferences:

> (ii) However, an open-enrollment public charter school may allow a preference for:
> (a)(1) Children of the founding members of the eligible entity.
> (2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
> (b) Siblings of students currently enrolled in the school.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 9 / 10

Weakness: The job responsibilities of the Business Manager appear to be a possible conflict of interests and a failure to segregate duties. Applicant did not provide how many persons will be in each position.

Applicant states they will "keep records of all financial transactions ... on forms approved by the State Department of Education and the State Comptroller..." The applicant should clarify the reference to forms approved by the State Comptroller.

Strengths: Job descriptions for the Administrator, APSCN liaison, and Business Manager appear comprehensive.

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 2 / 10

Weakness: Applicant did not provide an adequate response to this objective. The application is vague on the process of adopting the annual budget. The application repeated the job description provided in Objective 12, therefore please refer to Comments under Objective 12.

Strengths: - -

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 3 / 10

Weakness: The application states "a comprehensive review and evaluation of internal controls and procedures will be performed to serve as a basis to determine steps needed to evaluate the school's compliance .....".

The applicant should review this statement. Internal controls and procedures are normally reviewed in the audit. They are not considered a "basis to determine the steps...".

Applicant does not provide details of auditing the programmatic operations of the school.

Strengths: - -

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 6 / 10

Weakness: Answers are vague. The applicant does not provide any information concerning how the school will participate in APSCN as required by law.

Strengths: Required statement is provided.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 6 / 10

Weakness: Lease agreement form is included. However, it was not signed by lessee.

Strengths: Applicant states that will comply "with all requirements for accessibility in accordance with ADA, IDEA and all state and federal laws".

Legal Comments: p. 31: The application indicates that a 10,000 square foot building will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local

building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: N/A

1. Charter School: Northwest Arkansas Science and Math Intermediate
2. Location: Highway 112 and Park West, Fayetteville, AR
3. General Observations: No building exists at this time.
4. Academic Suitability: N/A
5. ADA Accessibility: N/A
6. Life Safety Codes: N/A

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 5 / 10

Weakness: No description of media center services is given, only access is mentioned. Provisions for Special Education are vague. A waiver is requested for Gifted/Talented.

The applicant provides a limited description of food services. Charter does not specify if they will have the National School Lunch Program. No vendor has been pre-selected. No cafeteria/kitchen area is available in the proposed facility. No revenues or expenditures were budgeted for food service.

Strengths: This charter is eligible for funding under the National School Lunch Program. Charter located in Fayetteville, ample labor and vendors for meal service should be available.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 7 / 10

Weakness: - -

Strengths: Description of parent/faculty collaboration.

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments:

a. Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401 and 6-17-902 and Sections 15.03 and 24.00 of the Standards for Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to criminal background checks.

b. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk).

- This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

c. Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 (concerning approval of building plans and standards for school construction).

- The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

d. The waiver required from the provisions of Ark. Code Ann. § 20-7-135, concerning the Body Mass Index results, cannot be granted as the Code section in question is not located in Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 *et seq.*). See Ark. Code Ann. § 6-23-103(1).

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

- Foundation Aid is based on $5,662 per student. The correct amount is $5,876.
- The application indicates the budget is 225 students * $5,662 = $1,415,500. Figures are incorrect. {225 students * $5,662 = $1,273,950. 225 students / $1,414,500 = $6,291}. Based on the correct funding of $5,876 per student, the budget revenues are overstated by $93,400.
- Budget includes $450,000 in Grants. There is no description of the source of these funds
- There are no expenditures budgeted for Guidance Program. The application states (page 32) a part-time counselor will be employed.

- There are no expenditures budgeted for Food Services. The application states (page 32) the Academy will provide food service for students eligible for free and reduced lunch.

- There are not expenditures budgeted for Data Processing or Substitute personnel.

- Using the corrected revenue amounts ($1,772,100), revenues exceed expenditures by $825,400.

- A salary schedule is provided.

- It appears the Administration positions (1.5 positions at $95,000 salary) and the Health Services (0.5 position at $30,000 salary) exceed the Salary Schedule.

- It is likely the Regular Classroom Instruction (9 positions at $292,500 salary, average is $32,500) will be under the Salary Schedule. The Salary Schedule for entry level (0 years experience with a BA degree) is paid $32,500. All other levels of experience or education pay higher. The applicant's "Qualifications" for Faculty (page 29) requires a Bachelor's degree with two (2) years of teaching experience or related teaching experience. This requirement exceeds the entry level pay included in the budget.

- Attached to the application you will find a calendar, daily schedule, incomplete facility use agreement, proposed salary schedule, evidence of status as eligible entity, and signed Statement of Assurances form.

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City LITTLE ROCK State AR ZIP 72201

2 Your Internal Billing Reference
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3 To

Recipient's Name Dr. Martin Schoppmeyer Phone (479) 2674805

Company The Academy, Inc.

Recipient's Address 1156 Glenn Loone
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- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

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- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation: ** To most locations.

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* Declared value limit $500.

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October 16,2007

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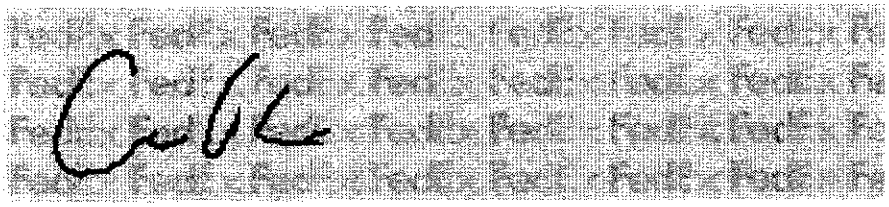

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Northwest Arkansas Science and Math Intermediate

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VIA FEDERAL EXPRESS

Friday, October 19, 2007

Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

The Northwest Arkansas Science and Math Intermediate is in receipt of the Arkansas Department of Education's evaluation of our proposed charter school to be located in Fayetteville. Enclosed please find our responses to the evaluation by objective.

Sincerely,

Martin

Dr. Martin W. Schoppmeyer, Jr.
CEO, The Academy, Inc.

MWS/hpt

Cc: File

RECEIVED
OCT 22 2007
CHARTER SCHOOL OFFICE

ORIGINAL

Objective One:
"Evidence of attendees was not included, i.e. [sic] number of attendees, sign-in sheet, etc., or of who attended parents, etc." Page 5 of the Northwest Arkansas Science and Math Intermediate (NASMI) charter application clearly states the number of attendees present at both meetings and the constituency of each person present.

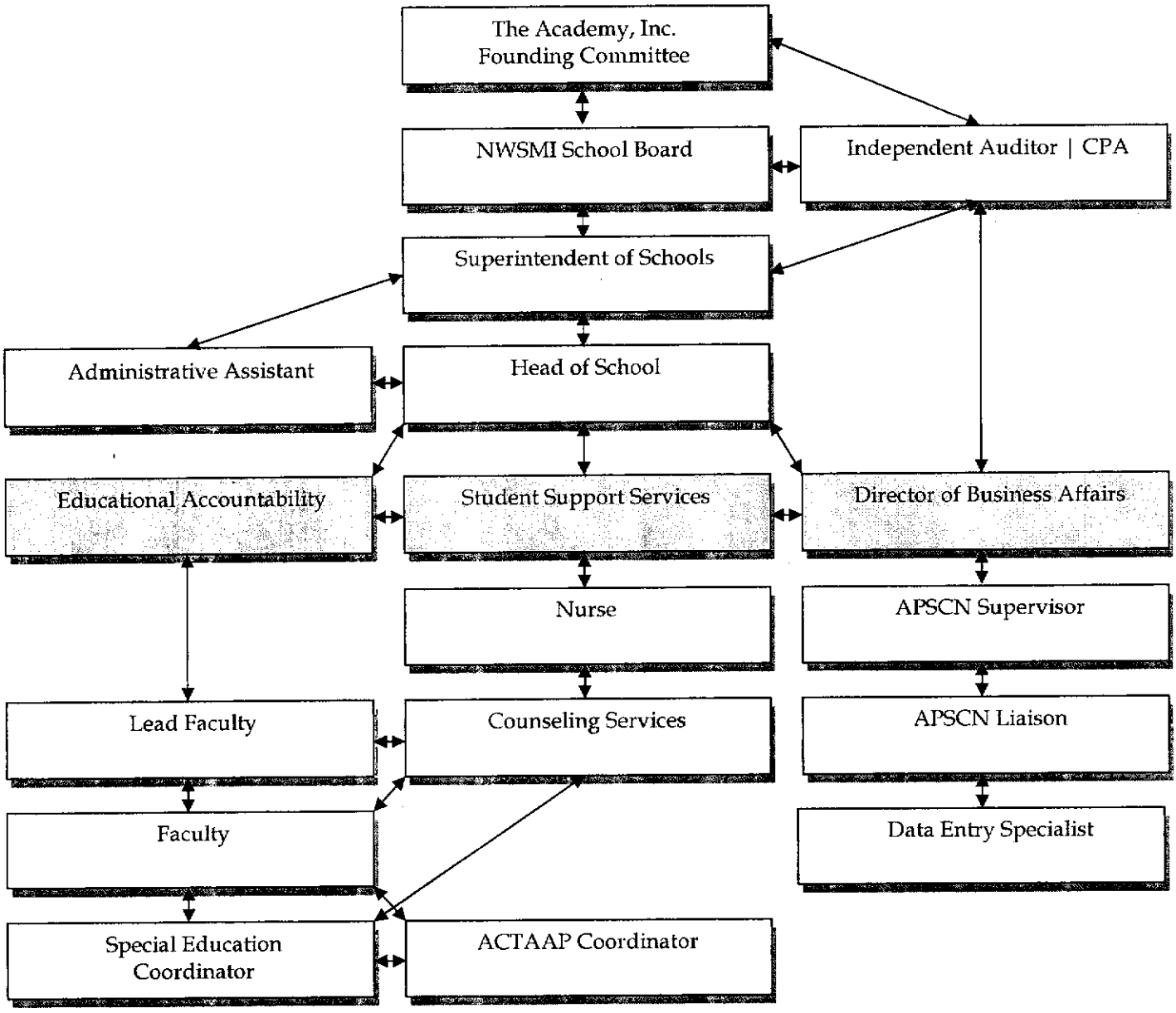
Objective Two:
Ark. Code Ann. §6-23-302 states *"The notice of the public hearing was published on a weekly basis for at least* three (3) weeks *prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn."* According to the August 2007 calendar, the Northwest Arkansas Science and Math Intermediate's notice of public hearing met the requirement by appearing in a newspaper with general circulation on a weekly basis on three separate weeks.

August 2007							
Week #	Su	Mo	Tu	We	Th	Fr	Sa
1				1	2	3	4
2	5	6	7	8	9	10	11
3	12	13	14	15	16	17	18
4	19	20	21	22	23	24	25
5	26	27	28	29	30	31	

The only mention of a specific number of days between events in Ark. Code Ann. §6-23-302 is *"the last publication of notice shall be no less than seven (7) days prior to the public meeting."* The NASMI is in compliance with that requirement with the last notice published August 13, 2007 and the public hearing held on August 20, 2007.

Objective Three:

NASMI Governance Structure



NORTHWEST ARKANSAS SCIENCE & MATH INTERMEDIATE DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.

The Northwest Arkansas Science and Math Intermediate's governance structure is as follows:

The Academy, Inc. Founding Committee

Selection Process: The Academy, Inc. Founding Committee will be comprised of the incorporator of The Academy and three members with five (5) year appointments. Members of The Founding Committee will be elected and/or assigned by the incorporator of The Academy. Initially they will be responsible for initiating action, seeking out alternatives and presenting firm suggestions on how to proceed once the Northwest Arkansas Science & Math Intermediate's charter is approved.

Responsibilities: The Academy, Inc. Founding Committee is responsible for: Cultivating Endowments; Establishing Grant Opportunity Avenues; Formulating Corporate Partnerships, and Ensuring the Mission of The Academy.

Northwest Arkansas Science and Math Intermediate School Board

Selection Process:
Potential Board Members would submit their name as a candidate for election to The Northwest Arkansas Science & Math Intermediate's School Board by The Academy's Founding Committee. The only requirement would be that they are a local citizen interested in a quality accelerated science and math program.

Responsibilities: The Northwest Arkansas Science and Math Intermediate School Board are responsible for setting policy; approving and/or amending the budget; Some of the duties of the Board include: Developing and adopting policies to effect the vision of the Haas Hall Academy; Understanding and abiding by the proper role of the Haas Hall Academy School Board; Seeing that all subjects for study prescribed by the Arkansas State Board of Education or by law for all grades of schools are taught; Preparing and publishing Haas Hall Academy's budget for the ensuing year; Being responsible for the maintenance of Haas Hall Academy's buildings, grounds, and property; Setting an annual salary schedule; Involving the members of the academic community of Haas Hall Academy's in decisions to the fullest extent practicable; and Striving to assure that all students are challenged and are given an equal educational opportunity.

Legal References: A.C.A. § 6-13-620, 622

Independent Auditor | CPA (Contracted Labor)

To ensure fiscal integrity and proper maintenance of school resources, each year, the school will retain an independent auditor | CPA to review all financial expenditures and deliver a report to the NASMI school board in a public meeting.

Selection Process: The independent auditor | CPA will be contracted by the NASMI school board each calendar year.

Responsibilities: conduct annual audits pursuant to APSCN and Arkansas Department of Education's Special Supplement to Financial Accounting.

Superintendent of Schools (.5)

The supervising manager of NASMI and is non-voting member of the School Board. The Superintendent shall be the Ex officio financial secretary as provided for in A.C.A. § 6-17-918(a).Some of the Superintendent's duties include: Implementing the policies of the Board; Being responsible for the planning and implementation of an educational program in accordance with state and Federal requirements and the needs of NASMI; Reporting to the Board concerning the status of the educational

program, personnel, and operations, and making recommendations for improving instruction, activities, services, and facilities; Acting as a liaison between the Board and school personnel; Communicating the District's vision and mission to staff, students, parents, and the community; Being responsible for the development of short- and long-term goals for NASMI; Preparing and presenting an annual budget for the District to the Board for its consideration; Administering the District's budget and regularly reporting to the Board on the financial condition of the NASMI; Attending and participating in all meetings of the Board; Preparing, in consultation with the Board President, the agenda for all Board meetings; Being responsible for the planning and implementation of an effective personnel evaluation system that is aligned with the goals of the NASMI; Maintaining a current knowledge of developments in curriculum and instruction, as well as pertinent legal changes, and advising the professional staff and Board of such information; Fundraising; Securing corporate sponsorships; Educating the public though civic clubs about charter schools and NASMI's academic programs and mission; Point of contact for the ADE and State Board of Education; Ensuring the safety of all personnel and students; working directly with faculty to provide appropriate resources for academic achievement and success; monitoring student academic achievement and outcomes. *As per Legislative Audit internal control requirements, the Superintendent authorizes to execute the transaction - this authorization refers to the person who has the authority and responsibility to initiate a transaction. It refers to the authority to enter into contract, make purchases, etc.

Head of School (1)

The Head of School responsible for the day to day activities of NASMI. Ensure all needs are met by all stakeholders to ensure the academic mission of NASMI. The Head of School will plan and implement all operational and educational programs, that include but are not limited to establishing goals, developing competencies, testing students, enrollment process, gifted and talented, special education, 6-8 curriculum, implementation, supplies/textbooks, performing arts, school projects, development of the library, state reports, audit requirements, grant writing, federal programs compliance, balancing the budget, expense control, purchases, increasing revenues, uniform system of finances, classroom furnishings, internal operating systems, PFC, school supporters, communication, open door policy, policy and procedure, personnel policy, classroom discipline, charter school law, faculty meetings, board meetings, nursing programs, in-service training, marketing initiatives, future expansion, building committee, planning committee, fund-raising, media programs, and procurement guidelines.

Director of Business Affairs (1)

Will be responsible for the finances of the school and will be the second signature needed on checks for the day-to-day operations of the charter school. This person will work closely with the administrator and the APSCN liaison to ensure correct and timely reports are provided to the ADE. This person may take on other responsibilities as needed by the school or as directed by the School Board. His/her responsibilities include, but are not limited to: Receive/disburse funds to the school made only on warrants approved by the Superintendent; Receive/disburse funds on approved invoices; Keep records of all financial transactions of the school on forms approved by the State Department of Education and the State Comptroller or Auditor; Provide financial statements to the School Board regarding the financial disposition of the school; Submit an annual Statement of Affairs to the School Board and make the required financial reports to the State Board of Education, and have the books and records available at all times for inspection by any one of the members of the School Board or the State Board of Education. *As per Legislative Audit internal control requirements the Director of Business Affairs has custody of assets involved in the transaction - this duty refers to the actual physical possession or effective control of property. For example, it involves the responsibility of issuing checks and receipts. The Director of Business Affairs maintains the general ledger.

Administrative Assistant (1)

The Administration Assistant assists superintendent and district administrators performing secretarial duties such as word processing, responding to telephone calls and maintaining files; Liaison between district, community, superintendent and staff; Preparation and distribution of the Board agendas and minutes for administrative team meetings, organizing Board retreats; Maintains superintendent's calendar and coordinates appointments, meetings, and events; Prepares requisitions and PO's for staff; Coordinates school special events and maintains school calendar; Maintains and updates the district's policy manual and administrative guideline manual; Compiles operational statistics and data as the superintendent may require; Supervises office assistants as determined by the superintendent.; Communicates effectively with students, parents, colleagues and administration; Writes correspondence, respond to common inquiries or complaints from students, parents and teachers

APSCN Supervisor (1)

The APSCN Supervisor is responsible for the oversight and management of APSCN student management side and the financial package Cognos. **The APSCN Supervisor has over eighteen (18) years of experience working directly with these packages and attends APSCN trainings annually**. **As per Legislative Audit internal control requirements the APSCN Supervisor is responsible for the recording of the transaction and reconciling the bank statement. The APSCN Supervisor is also responsible for collecting and maintaining fixed asset inventory into APSCN. As an individual independent of issuing receipts and checks, the APSCN Supervisor will verify that receipts are properly issued and deposited and that cancelled checks agree with duplicate checks and approved documentation.

The APSCN Supervisor is responsible for accurate and timely submission of Cycle reports to the Arkansas Department of Education. The APSCN Supervisor ensures NASMI complies with all Commissioner Memos and all report requests of the Superintendent to be provided to the NASMI school board. All financial data is the responsibility of the APSCN Supervisor. The APSCN Supervisor oversees the APSCN Liaison's duties ensuring accurate entry of information.

The APSCN Supervisor will also be responsible for the integration of PowerSchool. Through a partnership with the Arkansas Charter School Resource Center NASMI will utilize PowerSchool (www.powerschool.com) which automates critical functions such as attendance, complex scheduling, classroom grading, and reporting, so student information is available when it's needed, at any time, allowing schools to make timely strategic decisions. PowerSchool provides administrators and teachers with easy-to-use tools, utilities, and reports that can be easily adopted as part of the daily workflow.

APSCN Liaison (1)

The APSCN Liaison is responsible for directly assisting the APSCN Supervisor in his or her duties. The APSCN Liaison will have extensive training on the student management side of APSCN. He or she will be responsible for entering grades; absences; scheduling; demographics on all students.

Data Entry Specialist (Contracted Labor)

*As per Legislative Audit internal control requirements the Data Entry Specialist as an individual independent of issuing checks will authorize and ensure salaries are in accordance with 'letters of employment.' The data entry specialist will run reports and provide an additional layer of accountability for finances of NASMI.

Nurse (.5)

The nurse is responsible for maintaining immunization records; BMIs; vision and hearing screenings, daily medication logs; administering medications; medical counseling; scoliosis screenings; noting religious/medical exemptions; making referrals to appropriate medical professionals for students in need of such, supplying medical information on students to special services as requested and directed by the administration following information guidelines; provide informational lectures to classrooms; the auditing medication records; providing parents with health-related information by ensuring compliance with the Health Insurance Portability and Accountability Act (HIPAA).

Counseling Services (Contracted Labor)

The counselor will assist students in overcoming problems that may impede learning and prevent them from the educational goals and objectives outlined for them by the charter school. Their responsibilities include, but are not limited to: providing assistance to students with common needs, being available for parent conferences, serving as a referral agent to health, psychological, social service, and other special services in the school and community, serving as a testing consultant, working with the administrator and staff on early-intervention programs for potential at-risk students, assisting in the orientation of new students, providing in-service training for teachers and staff, maintaining student records and protecting their confidentiality, having at least one meeting per year with each high school student, helping with the development of their special abilities and including the organizing and conducting of Career Day, advising the administration and faculty on matters of student discipline, identifying programs which need to be deleted or added to the curriculum, and performing other reasonable duties as assigned by the Administrator.

Lead Faculty (1)

The responsibility of Lead Faculty is to mentor faculty and provide assistance to new and returning faculty. The Lead Faculty member will coordinate faculty meetings and bring issues and concerns to the Superintendent of Schools. The Lead Faculty member will: ensure all faculty lesson plans and syllabi are filed in the Head of School's office weekly; Will collaboratively develop the course syllabus and submitting it to the appropriate committee/program for approval; Ensure compliance of the Standards of Accreditation updated copy for the scheduling secretary; Writing and revising catalog materials; Planning for a cooperative effort in preparing a suggested reading list.

Faculty (8)

Will hold and instruct assigned classes in the locations and at the times designated. Their responsibilities include, but are not limited to developing and maintaining a classroom environment conducive to effective learning within the limits of the resources provided by the charter school, preparing for assigned classes and present written evidence of preparation upon request, encouraging students to set and maintain standards of classroom behavior, employing a variety of instructional techniques consistent with the physical limitations of the location provided and appropriate to the needs and capabilities of the students, taking necessary precautions to protect students, equipment, materials, etc., evaluating the student's progress on a regular basis, maintaining accurate and complete records as required by law, school policy, administrative regulations, and board policy, being available to students and parents for educational-related purposes outside of the instructional day when required or requested to do so under reasonable circumstances, attending and participating in faculty meetings, cooperating with other members of the staff in planning instructional goals, objectives, and methods, assisting in the selection of books, equipment, and other instructional material, and in coordinating activities as assigned, working to establish and maintain open lines of communication with students and parents concerning both the academic and behavioral progress of all assigned students, participating in an on-going regimen of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher

learning for the purpose of their own continuing education, and performing other reasonable duties as assigned by the Administrator.

Special Education Coordinator (Contracted Labor)

The Special Education Coordinator will be responsible for coordinating programs for all the disabled students in the school. All of the responsibilities listed for teachers will apply to this position. Through a partnership with the Arkansas Charter School Resource Center the Special Education Coordinator will be paid a stipend from participating charter schools for his/her services. NASMI is a participating school.

NASMI will utilize Special Education Automation Software (SEAS) is a nationally acclaimed Web-based program developed in Arkansas and used by almost every district in Arkansas and many around the country.

The two most litigated fields in education are special education and desegregation. SEAS http://www.computerautomation.com/products.asp is a program that assists with both compliance and management issues in school special education programs. Program components include IEP management; forms management; timeline compliance; messaging and workflow; administrative management and reporting; customized forms, goals, goal banks; Medicaid claims generation and assessment report management.

Each charter will access their SEAS program through portals on the ACSRC website. Centralizing the data management systems saves each school the annual cost of SEAS specific web site maintenance. An added benefit of the centralized system is that it lends itself to sharing one Special Education consultant among all the charters, who can monitor programs virtually and spot potential problems early.

ACTAAP Coordinator (Lead Faculty Member)

The Lead Faculty member will serve as the ACTAAP coordinator. The Lead Faculty member is a certified teacher by the Arkansas Department of Education. The Lead Faculty member is responsible for administering all benchmark, norm referenced and criterion referenced state mandated exams.

Objective Five:

"There is a concern regarding the validity of the use of state-wide data vs. the use of data from the surrounding area where the school will be located. Local data should be utilized to substantiate need."

Northwest Arkansas has become in the last few years one of the fastest growing parts of the country. There is little choice for public education in Northwest Arkansas for parents and students seeking a small, personalized one-on-one academic environment with a rigorous curriculum. The Northwest Arkansas Science & Math Intermediate is geared toward students seeking to focus in the (STEM) science, technology, engineering and mathematics fields.

Recent results of the Third International Mathematics and Science Study (TIMSS) showed U.S. eighth-graders not only lagging behind their international peers, but also scoring poorly in relation to U.S. fourth-graders. Many critics began to speak of a middle school "dip"—a downturn in student achievement that begins in the middle school years and leads to further struggles at the secondary and postsecondary levels. The middle grades have been referred to nationally as "an intellectual wasteland" when it comes to a challenging math and science curriculum.

Research indicates that students who have taken more demanding science & math courses in school are better prepared for college and work. The state of Arkansas trails U.S. in readiness for freshman classes at just 17% of graduating seniors prepared for the rigors of college.

In the state of Arkansas 38% of college freshman fail after their first semester. Students in the College of Engineering at the University of Arkansas fail Calculus at a rate of over 60%. The stumbling blocks for students entering college are science and math courses.

The Northwest Arkansas Science & Math Intermediate wants to encourage students to become familiar with, embrace and demystify science and math courses preparing them to take those courses in high school. Science and math should be something students do, not something that is done to them.

Holt Middle School is Fayetteville's second school in as many years to make the state list of schools needing to improve according to federal guidelines in No Child Left Behind. Ramay Junior High School was placed on the list a year ago and two other Fayetteville schools are on the alert list this year. Fayetteville High School and Holcomb Elementary School have a year to show improvement in test scores or they, too, could wind up on the improvement list.

2007 – ACTAAP Test Scores (displayed in percentages)

Grade Level	Mathematics		Literacy	
	Fayetteville	State	Fayetteville	State
6	71	68	76	60
7	76	58	75	57
8	66	48	78	63

Grade Level	Mathematics		Literacy	
	Springdale	State	Springdale	State
6	66	68	58	60
7	52	58	57	57
8	45	48	56	63

Grade Level	Mathematics		Literacy	
	Benton County School of the Arts	State	Benton County School of the Arts	State
6	66	68	67	60
7	60	58	88	57
8	43	48	85	63

Grade Level	Mathematics		Literacy	
	Farmington	State	Farmington	State
6	84	68	74	60
7	72	58	67	57
8	71	48	68	63

Grade Level	Mathematics		Literacy	
	Bentonville	State	Bentonville	State
6	83	68	73	60
7	82	58	78	57
8	79	48	80	63

NORTHWEST ARKANSAS SCIENCE & MATH INTERMEDIATE DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.

Grade Level	Mathematics		Literacy	
	Rogers	State	Rogers	State
6	76	68	67	60
7	70	58	68	57
8	55	48	64	63

Grade Level	Mathematics		Literacy	
	Decatur	State	Decatur	State
6	56	68	47	60
7	82	58	63	57
8	23	48	60	63

Grade Level	Mathematics		Literacy	
	Prairie Grove	State	Prairie Grove	State
6	75	68	60	60
7	60	58	60	57
8	61	48	56	63

Grade Level	Mathematics		Literacy	
	West Fork	State	West Fork	State
6	70	68	69	60
7	71	58	60	57
8	58	48	82	63

Grade Level	Mathematics		Literacy	
	Lincoln	State	Lincoln	State
6	75	68	70	60
7	62	58	58	57
8	62	48	72	63

Grade Level	Mathematics		Literacy	
	Huntsville	State	Huntsville	State
6	70	68	57	60
7	76	58	71	57
8	61	48	75	63

Grade Level	Mathematics		Literacy	
	Elkins	State	Elkins	State
6	76	68	60	60
7	74	58	74	57
8	60	48	62	63

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Grade Level	Mathematics		Literacy	
	Gentry	State	Gentry	State
6	82	68	88	60
7	65	58	62	57
8	57	48	79	63

Grade Level	Mathematics		Literacy	
	Gravette	State	Gravette	State
6	69	68	55	60
7	66	58	72	57
8	70	48	88	63

Grade Level	Mathematics		Literacy	
	Greenland	State	Greenland	State
6	60	68	52	60
7	53	58	57	57
8	47	48	85	63

Grade Level	Mathematics		Literacy	
	Siloam Springs	State	Siloam Springs	State
6	75	68	54	60
7	61	58	63	57
8	65	48	85	63

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Objective Six:
"Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?" NOTE: Nowhere in the Open-Enrollment Charter Application or in the Charter School Law does it mention or ask to explain how the application will apply to the ACSIP plan.

NWSMI under the leadership of Mr. Ben Lewis of the Arkansas Department of Education will create an ACSIP plan. NWSMI will form an ACSIP committee of faculty, administrators, parents and community members. The ACSIP plan may contain the following elements:

- Mission statement
- Mathematics, literacy and wellness priorities
- Academic supporting data statements
- Analysis of criterion referenced tests
- Analysis of norm referenced tests
- Goal statements
- Benchmark statements
- Actions
- Interventions
- Parental engagement (ACT 307 of 2007)
- Alignment
- Academic improvement plan (AIP)
- Collaboration
- Equity
- Plan evaluation
- Professional development
- Special education
- Technology inclusion
- Wellness
- Scholastic audit
- Title I, II, III, IV and V requirements
- Categorical funds

The Northwest Arkansas Science & Math Intermediate's curriculum is an accelerated academic program going into greater depth than is normally found in similarly called middle school courses. Curriculum and instruction will meet the needs of the students by modifying the depth, complexity, and pacing of the advanced rigorous curriculum of The Northwest Arkansas Science & Math Intermediate.

The Northwest Arkansas Science & Math Intermediate is focused to support, track, foster, and intervene in the progress of each of its students. The curriculum will align with the Arkansas Curriculum Frameworks, in some aspects surpassing them.

Opportunities will be provided for students to pursue areas of interest in selected disciplines guided by Gardner's M.I. both in whole class instruction and computer based instruction. The Northwest Arkansas Science & Math Intermediate will provide a challenging science and math based program for all of its students.

All students will have equal access and exposure to all content. Character education will be an element of the curriculum and lifestyle at the Northwest Arkansas Science & Math Intermediate. Students will have

essential character traits such as respect, responsibility, work ethic, empathy, honesty, and integrity reinforced at Northwest Arkansas Science & Math Intermediate.

Students will also be required to become involved in community projects, reinforcing their civic and personal responsibility. Almost by definition, the Northwest Arkansas Science & Math Intermediate's curriculum will be immersed in technology. Students will progress at their own rate through both use and maintenance of electronic equipment.

The Northwest Arkansas Science & Math Intermediate will incorporate technology into all of its classes. Our students will use technology to help them learn classical middle school subjects. The restricted offerings are required of all students and parallel the requirements of largely private preparatory schools. Curriculum may be modified based on an annual evaluation.

There will be release time and resources for the staff during the long breaks throughout the school year for curriculum development. Specialists and para-professionals in each of the content areas will provide collaboration on instructional techniques and curriculum planning.

The administrator will monitor the development and delivery of the school's curriculum content for all students. Included in this application are samples of The Northwest Arkansas Science & Math Intermediate's proposed curriculum content for grades 6-8. Note that these are subject to change based on the individual student's need and educational plan.

As part of our accelerated curriculum the Northwest Arkansas Science & Math Intermediate will offer Spanish and Algebra I and possibly Geometry for high school credit. PLATO will be utilized as an instructional tool. All students will receive a Play Station portable both PLATO and Wi-Fi compatible.

There is no discussion of the specific curriculum content of the instructional program (specific courses, i.e. [sic] Algebra I, foreign languages, biology, etc.)"

Language Arts

- Grade Six – Grade Eight:

Goal: All students must have the opportunities and resources to develop language skills that they will use to pursue life's goals and to participate as informed, productive members of society.

Objective One: Students will read a wide range of print and non-print materials that will allow them to better understand themselves, and of the cultures of the United States and the world.
Objective Two: Students will acquire new information allowing them to respond to the needs and demands of society and the workplace.
Objective Three: Students will read for personal fulfillment; among these materials are fiction and nonfiction, classic and contemporary works.
Objective Four: Students will read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, and aesthetic) of human experience.
Objective Five: Students will apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.
Objective Six: Students will draw on their prior experiences, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context and graphics).
Objective Seven: Students will adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
Objective Eight: Students will apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
Objective Nine: Students will conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.
Objective Ten: Students will use a variety of technological and information resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information and to create and communicate knowledge.
Objective Eleven: Students will develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.
Objective Twelve: Students whose first language is not English will make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
Objective Thirteen: Students will participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
Objective Fourteen: Students will use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
Objective Fifteen: Learn about careers in and related to language arts.

Science

- Grade Six – Grade Eight:

Goal: By the end of 8th grade all students will have an understanding of the abilities necessary to do scientific inquiry.

Objective One: Students will identify questions that can be answered through scientific investigations.
Objective Two: Students will design and conduct a scientific investigation.
Objective Three: Students will use appropriate tools and techniques to gather, analyze, and interpret data.
Objective Four: Students will recognize and analyze alternative explanations and predictions.
Objective Five: Students will communicate scientific procedures and explanations.
Objective Six: Students will use mathematics in all aspects of scientific inquiry.
Objective Seven: Learn about careers in and related to science.

Computers and Technologies

- Grade Six – Grade Eight

Goal: By the end of 8th grade all students will:

Objective One: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
Objective Two: Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
Objective Three: Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
Objective Four: Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.

Objective Five: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
Objective Six: Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
Objective Seven: Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
Objective Eight: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
Objective Nine: Demonstrate an understanding of concepts underlying hardware, software, and connectivity; and of practical applications to learning and problem solving.
Objective Ten: Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
Objective Eleven: Learn about careers in and related to computer science and computer engineering.

Mathematics

- Grade Six – Grade Eight

Goal: The NASMI will foster the development of number and operation sense so that all students:

Objective One: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
Objective Two: Understand the meaning of operations and how they relate to each other.
Objective Three: Use computational tools and strategies fluently and estimate appropriately.

Goal: The NASMI mathematics program will include attention to patterns, functions, symbols, and models so that all students:

Objective One: Understand various types of patterns and functional relationships.
Objective Two: Use symbolic forms to represent and analyze mathematical situations and structures.
Objective Three: Use mathematical models and analyze change in both real and abstract contexts.

Goal: The NASMI mathematics program will include attention to geometry and spatial sense so that all students:

Objective One: Analyze characteristics and properties of two- and three-dimensional geometric objects.
Objective Two: Select and use different representational systems, including coordinate geometry and graph theory.
Objective Three: Recognize the usefulness of transformations and symmetry in analyzing mathematical situations.
Objective Four: Use visualization and spatial reasoning to solve problems both within and outside of mathematics.

Goal: The NASMI mathematics program will include attention to measurement so that all students:

Objective One: Understand attributes, units, and systems of measurement.
Objective Two: Apply a variety of techniques, tools, and formulas for determining measurements.

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Goal: The NASMI mathematics program will include attention to data analysis, statistics, and probability so that all students:

Objective One: Pose questions and collect, organize, and represent data to answer those questions.
Objective Two: Interpret data using methods of exploratory data analysis.
Objective Three: Develop and evaluate inferences, predictions, and arguments that are based on data.
Objective Four: Understand and apply basic notions of chance and probability.

Goal: The NASMI mathematics program will include attention to solving problems as part of understanding mathematics so that all students:

Objective One: Build new mathematical knowledge through their work with problems.
Objective Two: Develop a disposition to formulate, represent, abstract, and generalize in situations within and outside mathematics.
Objective Three: Apply a wide variety of strategies to solve problems and adapt the strategies to new situations.
Objective Four: Monitor and reflect on their mathematical thinking in solving problems.

Goal: The NASMI mathematics program will include attention to reason and construct proofs as part of understanding mathematics so that all students:

Objective One: Recognize reasoning and proof as essential and powerful parts of mathematics.
Objective Two: Make and investigate mathematical conjectures.
Objective Three: Develop and evaluate mathematical arguments and proofs.
Objective Four: Select and use various types of reasoning and methods of proof as appropriate.

Goal: The NASMI mathematics program will use communication to foster understanding of mathematics so that all students:

Objective One: Organize and consolidate their mathematical thinking to communicate with others.
Objective Two: Express mathematical ideas coherently and clearly to peers, teachers, and others.
Objective Three: Extend their mathematical knowledge by considering the thinking and strategies of others.
Objective Four: Use the language of mathematics as a precise means of mathematical expression.

Goal: The NASMI mathematics program will emphasize connections to foster understanding of mathematics so that all students:

Objective One: Recognize and use connections among different mathematical ideas.
Objective Two: Understand how mathematical ideas build on one another to produce a coherent whole.
Objective Three: Recognize, use, and learn about mathematics in contexts outside of mathematics.
Objective Four: Learn about careers in and related to mathematics.

Goal: The NASMI mathematics program will emphasize mathematical representations to foster understanding of mathematics so that all students:

Objective One: Create and use representations to organize, record, and communicate mathematical ideas.
Objective Two: Develop a repertoire of mathematical representations that can be used purposefully, flexibly, and appropriately.
Objective Three: Use representations to model and interpret physical, social, and mathematical phenomena.

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Social Studies

- Grade Six – Grade Eight

Goal: The NASMI social studies program will include experiences that provide for the study of culture and cultural diversity so that all students are able to:

Objective One: Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
Objective Two: Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
Objective Three: Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
Objective Four: Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values and beliefs.
Objective Five: Articulate the implications of cultural diversity, as well as cohesion, within and across groups.

Goal: The NASMI social studies program will include experiences that provide for the study of the ways human beings view themselves in and over time.

Objective One: Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.
Objective Two: Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
Objective Three: Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.
Objective Four: Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
Objective Five: Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
Objective Six: Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision making about and action-taking on public issues.

Goal: The NASMI social studies program will include experiences that provide for the study of people, places and environments so that all students:

Objective One: Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape.
Objective Two: Create, interpret, use, and distinguish various representations of the earth, such as maps, globes and photographs.
Objective Three: Use appropriate resources, data, sources and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs and maps.
Objective Four: Estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns.

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Objective Five: Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans and explain their relationships within the ecosystem.
Objective Six: Describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them.
Objective Seven: Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers and the like.
Objective Nine: Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas and ecosystem changes.
Objective Ten: Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national and global settings.
Objective Eleven: Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.
Objective Twelve: Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations and the world.

Goal: The NASMI social studies program will include experiences that provide for the study of individual development and identity so that all students:

Objective One: Relate personal changes to social, cultural, and historical contexts; describe personal connections to place – as associated with community, nation, and world.
Objective Two: Describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.
Objective Three: Relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development.
Objective Four: Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.
Objective Five: Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.
Objective Six: Identify and interpret examples of stereotyping, conformity, and altruism.
Objective Seven: Work independently and cooperatively to accomplish goals.

Goal: The NASMI social studies program will include experiences that provide for the study of interactions among individuals, groups, and institutions so that all students:

Objective One: Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups
Objective Two: Analyze group and institutional influences on people, events, and elements of culture;
Objective Three: Describe the various forms institutions take and the interactions of people with institutions;
Objective Four: Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity;
Objective Five: Identify and describe examples of tensions between belief systems and government policies and laws;
Objective Six: Describe the role of institutions in furthering both continuity and change;
Objective Seven: Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

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Goal: The NASMI social studies program will include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that all students:

Objective One: Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
Objective Two: Describe the purpose of government and how its powers are acquired, used, and justified.
Objective Three: Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
Objective Four: Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.
Objective Five: Identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government.
Objective Six: Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
Objective Seven: Describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
Objective Eight: Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
Objective Nine: Give examples and explain how governments attempt to achieve their stated ideals at home and abroad.

Goal: The NASMI social studies program will include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that all students:

Objective One: Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.
Objective Two: Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
Objective Three: Explain the difference between private and public goods and services.
Objective Four: Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
Objective Five: Describe the role of specialization and exchange in the economic process.
Objective Six: Plain and illustrate how values and beliefs influence different economic decisions.
Objective Seven: Differentiate among various forms of exchange and money.
Objective Eight: Compare basic economic systems according to who determines what is produced, distributed, and consumed.
Objective Nine: Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.
Objective Ten: Use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education.

Goal: The NASMI social studies program will include experiences that provide for the study of relationships among science, technology and society, so that all students:

Objective One: Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare.
Objective Two: Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.

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Objective Three: Describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries.
Objective Four: Explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio, and television.
Objective Five: Seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.

Goal: The NASMI social studies program will include experiences that provide for the study of global connections and interdependence, so that all students:

Objective One: Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
Objective Two: Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.
Objective Three: Describe and analyze the effects of changing technologies on the global community.
Objective Four: Explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
Objective Five: Describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people.
Objective Six: Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights;
Objective Seven: Identify and describe the roles of international and multinational organizations.

Goal: The NASMI social studies program will include experiences provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that all students:

Objective One: Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
Objective Two: Identify and interpret sources and examples of the rights and responsibilities of citizens.
Objective Three: Locate, access, analyze, organize, and apply information about selected public issues – recognizing and explaining multiple points of view.
Objective Four: Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
Objective Five: Explain and analyze various forms of citizen action that influence public policy decisions.
Objective Six: Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision making.
Objective Seven: Analyze the influence of diverse forms of public opinion on the development of public policy and decision making.
Objective Eight: Analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.
Objective Nine: Explain the relationship between policy statements and action plans used to address issues of public concern.

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Objective Ten: Examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.
Objective Eleven: Learn about careers in and related to social studies.

Foreign Languages

- Grade Six – Grade Eight

Goal: The NASMI foreign languages program will include experiences that educate students to become linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.

Objective One: Students will engage in conversations, provide and obtain information, express feelings, emotions and exchange opinions.
Objective Two: Students will understand and interpret written and spoken language on a variety of topics.
Objective Three: Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Objective Four: Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Objective Five: Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Objective Six: Students will reinforce and further their knowledge of other disciplines through the foreign language.
Objective Seven: Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Objective Eight: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Objective Nine: Students will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Objective Ten: Students will use the language both within and beyond the school setting.
Objective Eleven: Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
Objective Twelve: Learn about careers in and related to foreign languages.

Arts

- Grade Six – Grade Eight

Goal: By the end of 8th grade all students will:

Objective One: Perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations
Objective Two: Apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
Objective Three: Analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
Objective Four: Analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
Objective Five: Apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.
Objective Six: Learn about careers in and related to the visual arts.

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"Appears that the curriculum relies heavily on the PLATO program. The table included in the application reflects a 'snapshot in time'. Please define what is meant by a 'snapshot in time."

A 'snapshot in time' merely refers to the courses currently available via the PLATO learning program. The Northwest Arkansas Science and Math Intermediate will utilize PLATO only as an instructional tool to enhance the curriculum, not supplant our unique hands-on experiential learning and traditional classroom experiences from highly qualified faculty.

Objective Seven:

The Northwest Arkansas Science and Math Intermediate will make educated, programmatic decisions based on student achievement in the classroom, on criterion and norm referenced based assessments and through student | parent | faculty conferences. The NASMI will comply with the Arkansas' accountability program the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). All students will be administered the course and grade level specific state-mandated assessments. Failure to participate in these assessments will be grounds for dismissal from NASMI.

The NASMI will use adaptive assessment methods through the Arkansas Charter Resource Center, designed by the Northwest Evaluation Association (NWEA). These computer-based adaptive assessments provide immediate adjustment of assessment materials to maximize information on the student's strengths and weaknesses. NWEA's assessments are aligned to Arkansas Curriculum Frameworks and provide individualized results so that appropriate modification of a student's educational program can be made. NWEA assessments will be conducted at the beginning of the school year and repeated throughout the year.

Criterion-Referenced Tests

Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six - Eight	Mathematics	Students shall demonstrate proficiency in mathematics.	State-mandated benchmark exam(s)
Six – Eight	Mathematics	Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	Mathematics	Students shall understand meanings of operations and how they relate to one another.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Mathematics	Students shall compute fluently and make reasonable estimates.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Mathematics	Students shall recognize, describe, and develop patterns, relations and functions.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	Mathematics	Students shall represent and analyze mathematical situations and structures using algebraic symbols.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Mathematics	Students shall develop and apply mathematical models to represent and understand quantitative relationships.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Mathematics	Students shall analyze change in various contexts.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	Mathematics	Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Mathematics	Students shall apply transformations and the use of symmetry to analyze mathematical situations.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Mathematics	Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	Mathematics	Students shall use visualization, spatial reasoning and geometric modeling.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Mathematics	Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Mathematics	Students shall identify and use units, systems and processes of measurement.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	Mathematics	Students shall formulate questions that can be addressed with data and collect, organize and display.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Mathematics	Students shall select and use appropriate statistical methods to analyze data.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Mathematics	Students shall develop and evaluate inferences and predictions that are based on data.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six- Eight	Mathematics	Students shall understand and apply basic concepts of probability.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	Algebra I	Students shall demonstrate proficiency in Algebra I.	State-mandated benchmark exam(s)
Six – Eight	Algebra I	Students shall develop the language of algebra including specialized vocabulary, symbols, and operations.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Algebra I	Students shall write, with and without appropriate technology, equivalent forms of equations, inequalities and systems of equations and solve with fluency.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Six – Eight	Algebra I	Students shall analyze functions by investigating rates of change, intercepts, and zeros.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Algebra I	Students shall compare the properties in the family of functions.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Algebra I	Students shall compare various methods of reporting data to make inferences or predictions.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark Goal	Assessment Tool(s)
Six - Eight	Geometry	Students shall demonstrate proficiency in Geometry.	State-mandated benchmark exam(s)
Six – Eight	Geometry	Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Geometry	Students shall identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real world situations.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Geometry	Students shall measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area and volume.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark	Goal	Assessment Tool(s)
Six – Eight	Geometry	Students shall analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.		Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Geometry	Students shall specify locations, apply transformations and describe relationships using coordinate geometry.		Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

Grade Level	Course	Benchmark	Goal	Assessment Tool(s)
Six – Eight	English Language Arts	Students shall demonstrate proficiency in English Language Arts.		State-mandated benchmark exam(s)
Six - Eight	English Language Arts	Students shall demonstrate effective oral communication skills to express ideas and to present information.		Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six - Eight	English Language Arts	Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	English Language Arts	Students shall demonstrate knowledge and understanding of media as a mode of communication.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	English Language Arts	Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six - Eight	English Language Arts	Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	English Language Arts	Students shall apply knowledge of Standard English conventions in written work.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	English Language Arts	Students shall develop personal style and voice as they approach the craftsmanship of writing.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six - Eight	English Language Arts	Students shall apply a variety of strategies to read and comprehend printed material.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	English Language Arts	Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	English Language Arts	Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	English Language Arts	Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	Science	Students shall demonstrate proficiency in science	State-mandated benchmark exam(s)
Six – Eight	Science	Students shall demonstrate and apply knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Science	Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark	Goal	Assessment Tool(s)
Six – Eight	Science	Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.		Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Science	Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.		Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Science	Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.		Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark / Goal	Assessment Tool(s)
Six – Eight	Science	Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Science	Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Science	Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark / Goal	Assessment Tool(s)
Six – Eight	Science	Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

Grade Level	Course	Benchmark / Goal	Assessment Tool(s)
Six – Eight	Music	Students shall demonstrate proficiency in music.	State-mandated benchmark exam(s)
Six – Eight	Music	The student shall sing/play an instrument using a varied repertoire of music.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Music	The student shall create, compose, arrange, and improvise music as developmentally appropriate.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Six - Eight	Music	The student shall read and notate music.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	Music	The student shall listen to, analyze, describe, and evaluate music and musical performances.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	Music	The student shall relate music to diverse cultures, society, history, and other arts and disciplines.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Content	Benchmark Goal	Assessment Tools
Six - Eight	Foreign Language	Students shall demonstrate proficiency in foreign language (Spanish).	State-mandated benchmark exam(s)
Six - Eight	Foreign Language	Students shall communicate (listen, speak, read, write), observe, and demonstrate effectively in a variety of situations in languages other than their own.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	Foreign Language	Students shall acquire knowledge to demonstrate understanding of cultural perspectives other than their own.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	Foreign Language	Students shall use languages other than their own to establish and expand connections with other areas of knowledge within and beyond the school setting.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Six – Eight	Physical Education & Health	Students shall demonstrate proficiency in physical education and health.	State-mandated benchmark exam(s)
Six – Eight	Physical Education & Health	Students shall demonstrate competency in motor skills and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Physical Education & Health	Students shall achieve and maintain a health-enhancing level of physical fitness.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Physical Education & Health	Students shall demonstrate an understanding of the importance and health benefits of participating in lifetime sports and recreation.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Six – Eight	Physical Education & Health	Students shall demonstrate responsible personal and social behaviors that respect self and others in physical activity settings.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Physical Education & Health	Students shall understand characteristics relating to growth and development.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Physical Education & Health	Students shall evaluate and exhibit behaviors that reduce risks of chronic and communicable diseases.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Six – Eight	Physical Education & Health	Students shall demonstrate the ability to access valid health information, products, and services that promote consumer, community, and environmental health.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Physical Education & Health	Students shall demonstrate the ability to use decision-making, goal-setting, and interpersonal communication skills.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Physical Education & Health	Students shall demonstrate the ability to use drug knowledge and decision-making skills to address the use and abuse of medications, alcohol, tobacco, and other drugs.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Six – Eight	Physical Education & Health	Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Physical Education & Health	Students shall understand concepts related to nutrition and develop skills for making healthy food choices.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	Social Studies	Students shall demonstrate proficiency in social studies.	State-mandated benchmark exam(s)
Six – Eight	Social Studies	Students shall develop an understanding of the physical and spatial characteristics and applications of geography.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	Social Studies	Students shall develop an understanding of how cultures around the world develop and change.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Social Studies	Students shall develop an understanding of the interactions between people and their environment.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Social Studies	Students shall develop an understanding of the forms and roles of government.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	Social Studies	Students shall develop an understanding of the rights and responsibilities of citizens.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Social Studies	Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Social Studies	Students shall analyze the costs and benefits of making economic choices.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six – Eight	Social Studies	Students shall evaluate the use and allocation of human, natural, and capital resources	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Social Studies	Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

Six - Eight	Fine Arts	Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Six - Eight	Fine Arts	Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and design.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six - Eight	Fine Arts	Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of environments, and of diverse cultures.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing
Six – Eight	Fine Arts	Students will acknowledge how their art can reflect their own lives.	Faculty created test Checklist Quizzes Anecdotal records Note taking Projects Observations Performance Modeling Demonstrations Log/Journal Writing

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Norm-Referenced Tests

Grade Level	Course	Benchmark | Goal	Assessment Tool(s)
Six - Eight	Mathematics	Students shall demonstrate proficiency in mathematics.	Iowa Tests of Basic Skills
Six – Eight	English Language Arts	Students shall demonstrate proficiency in English language arts.	Iowa Tests of Basic Skills

Objective Eight:
"There is no reference as to how the curriculum is developed and aligned to the Arkansas Curriculum Frameworks."
P. 25 of the application states, The Northwest Arkansas Science & Math Intermediate is familiar with the state curriculum frameworks (http://arkansased.org/teachers/frameworks.html) and will align its curriculum to meet and many times exceed what is required of a public school in Arkansas. The planned curriculum is quite in alignment with the Smart Core curriculum grades 6-8 listed as item IX of the Standard for Accreditation of the Arkansas State Board of Education Revised January 2005.

It is the expectation of Northwest Arkansas Science and Math Intermediate that learning for all students will be enhanced through delivery of a written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from classroom to classroom. The curriculum should reflect the best knowledge about the growth and development of learners, and the content requirements as set forth by the state, local, and national standards of the various content disciplines.

In consideration of the unique and special needs of students who attend the NASMI, curriculum should also be developed within the culture and context of the community's desires to assure that our students have skills required to meet society's demands for a well-prepared and competitive citizenry for the 21st Century. In addition, the curriculum design should also enable each student to obtain an education appropriate to his or her diverse interests, ambitions, and abilities.

Curriculum development is an on-going process which includes the management, development, and delivery of curriculum. It is participatory in nature, involving vertical teams that include representation from the various stakeholders: faculty, head of school, lead faculty, students, parents, and/or community as appropriate, as well as writing teams that involve teachers, lead faculty, and content experts.

The curriculum is based on a core set of relevant, challenging student objectives that guide decisions about teaching and learning, and which are aligned vertically (6-8), horizontally (within an instructional level), and systemically (across classrooms).

Curriculum is developed to ensure that students have the opportunity to learn through the same core of significant objectives at a particular instructional level, from teacher to teacher and from school to school. The curriculum is accessible, manageable, user friendly, current, and reflects best practice in the field. The curriculum is assessed regularly at all levels: school, classroom, and individual student.

The NASMI curriculum will be designed around the Arkansas Frameworks to ensure appropriate subject matter is being taught in each course. NASMI's accelerated learning environment will utilize both grade level specific and advanced grade instructional materials.

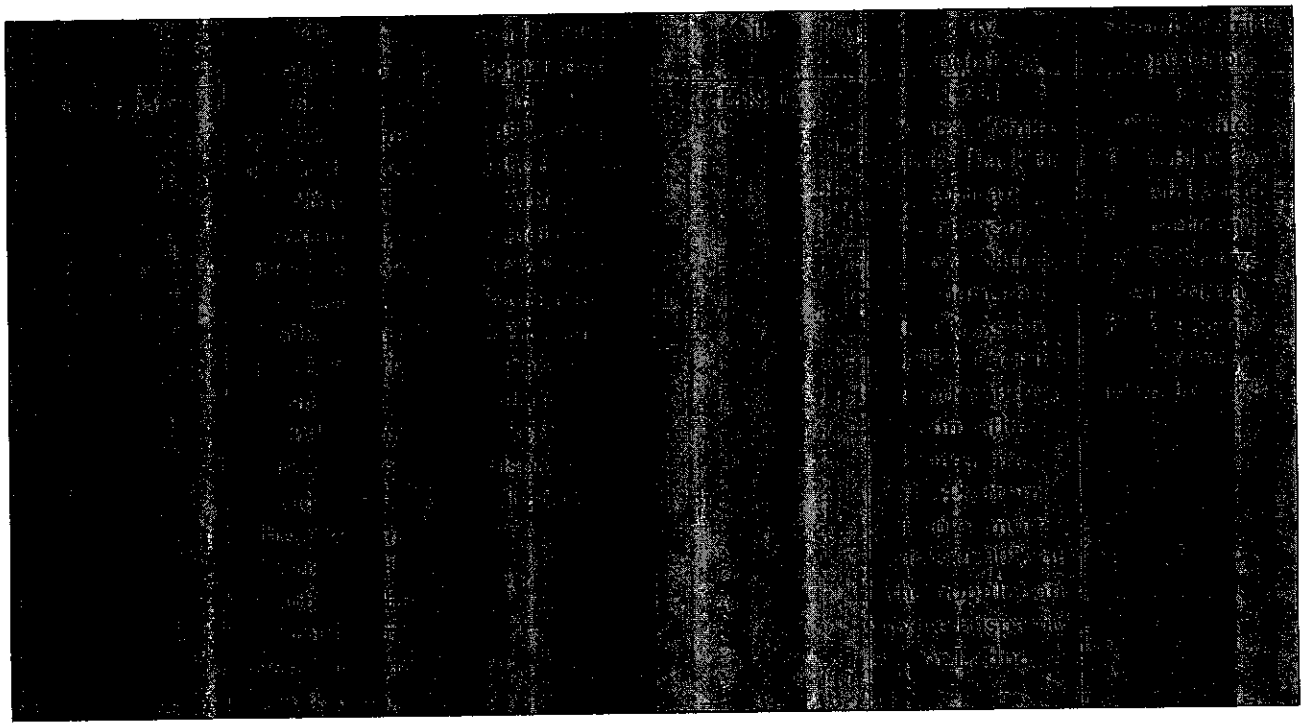
NASMI will purchase textbooks that align themselves with the Arkansas Curriculum Frameworks.

Objective Nine:
"Application does not describe the geographical area." On both pp. 4 & 25 the geographical area and the school districts that may be affected within this area are listed. The Northwest Arkansas Science & Math Intermediate will serve Northwest Arkansas. The school districts that may be affected by the open-enrollment charter school are Fayetteville, Springdale, Rogers, Bentonville, Benton County School of the Arts, Huntsville, Lincoln, Siloam Springs, Decatur, Elkins, Greenland, Prairie Grove, Gentry, Gravette, West Fork and Farmington.

The Fayetteville-Springdale-Rogers Metropolitan Statistical Area, as defined by the United States Census Bureau, is a four-county area including three Arkansas counties and one Missouri county. The MSA (most often referred to as Northwest Arkansas) is anchored by the Arkansas cities of Fayetteville, Springdale, Rogers, and Bentonville — the state's third, fourth, ninth, and twelfth largest cities, respectively. The US Census estimated the population of the MSA to be 438,000 in 2007.

Possible affected cities and their populations and demographic breakdowns and school populations and their demographic breakdowns.

City	City Population	School District Population	City	City Population	School District Population
Fayetteville	67,158 86.50% White, 5.11% Black or African American, 1.26% Native American, 2.56% Asian, 0.16% Pacific Islander, 1.99% from other races, and 2.42% from two or more races. 4.86% of the population were Hispanic or Latino	9,116 77% White, 9.5% Black or African American, 1.2% Native American, 3.4% Asian or Pacific Islander, 9.3% Hispanic or Latino	Decatur	1,314 80.97% White, 5.48% Native American, 0.46% Asian, 10.12% from other races, and 2.97% from two or more races. 16.51% of the population were Hispanic or Latino	590 67% White, .08% Black or African American, 1.9% Native American, 14.2% Asian or Pacific Islander, 15.9% Hispanic or Latino



City	City Population	School District Population	City	City Population	School District Population
Bentonville	29,538 90.92% White, 0.88% Black or African American, 1.33% Native American, 2.40% Asian, 0.04% Pacific Islander, 2.68% from other races, and 1.76% from two or more races. 6.07% of the population were Hispanic or Latino	11,960 83.0% White, 8% Black or African American, 1% Native American 3% Asian or Pacific Islander 9% Hispanic or Latino	Greenland	907 95.48% White, 1.10% Black or African American, 1.21% Native American, 0.44% Asian, 0.55% from other races, and 1.21% from two or more races. 2.21% of the population were Hispanic or Latino.	92% White, 0.7% Black or African American, 0.7% Native American, 0.3% Asian or Pacific Islander, 6.7%

NORTHWEST ARKANSAS SCIENCE & MATH INTERMEDIATE DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.

City	City Population	School District Population	City	City Population	School District Population
Rogers	48,666 85.75% White, 0.47% Black or African American, 1.05% Native American, 1.43% Asian, 0.07% Pacific Islander, 9.43% from other races, and 1.80% from two or more races. 19.29% of the population were Hispanic or Latino	13,282 62% White, 0.7% Black or African American, 0.5% Native American, 1.6% Asian or Pacific Islander, 34.8% Hispanic or Latino	Prairie Grove	2,540 95.04% White, 0.51% Black or African American, 1.50% Native American, 0.47% Asian, 0.04% Pacific Islander, 0.67% from other races, and 1.77% from two or more races. 2.05% of the population were Hispanic or Latino	1909 95% White, 0.4% Black or African American, 0.7% Native American, 1.7% Asian or Pacific Islander, 2.0% Hispanic or Latino

City	City Population	School District Population
Gentry	2,165 89.84% White, 0.18% Black or African American, 3.42% Native American, 0.32% Asian, 3.33% from other races, and 2.91% from two or more races. 5.59% of the population were Hispanic or Latino	1,404 77% White, 0.2% Black or African American, 6.6% Native American, 7.2% Asian or Pacific Islander, 9.0% Hispanic or Latino

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City	City Population	School District Population	City	City Population	School District Population
Huntsville	1,931 90.21% White, 0.10% Black or African American, 2.12% Native American, 0.21% Pacific Islander, 6.53% from other races, and 0.83% from two or more races. 12.79% of the population were Hispanic or Latino	3,549 93% White, 0.2% Black or African American, 0.5% Native American, 0.8% Asian or Pacific Islander, 5.2% Hispanic or Latino	Gravette	1,810 92.87% White, 0.17% Black or African American, 2.10% Native American, 0.61% Asian, 1.05% from other races, and 3.20% from two or more races. 2.93% of the population were Hispanic or Latino	1,717 90% White, 0.5% Black or African American, 3.3% Native American, 1.5% Asian or Pacific Islander, 4.5% Hispanic or Latino

City	City Population	School District Population	City	City Population	School District Population
Lincoln	1,752 91.78% White, 2.57% Native American, 0.06% Asian, 2.57% from other races, and 3.03% from two or more races. 5.08% of the population were Hispanic or Latino	1,283 81% White, 4.4% Native American, 0.2% Black or African American, 6.5% Asian or Pacific Islander, 7.5% Hispanic or Latino	West Fork	2,042 94.56% White, 0.44% Black or African American, 0.93% Native American, 0.54% Asian, 1.71% from other races, and 1.81% from two or more races. 3.13% of the population were Hispanic or Latino	1,286 96% White, 1.2% Black or African American, 0.8% Native Indian, 0.4% Asian or Pacific Islander, 1.3% Hispanic or Latino

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City	City Population	School District Population	City	City Population	School District Population
Siloam Springs	13,990 85.22% White, 0.49% Black or African American, 4.29% Native American, 0.83% Asian, 0.08% Pacific Islander, 5.67% from other races, and 3.42% from two or more races. 14.00% of the population were Hispanic or Latino	3,801 65.27% White, 1.13% Black or African American, 6.16% Native American, 3.13% Asian & Pacific Islander, 24.31% Hispanic or Latino	Farmington	6,0[illegible] [illegible] White, [illegible] Black or African American, [illegible] Native American, [illegible] Asian, [illegible] Pacific Islander, [illegible] from other races, and [illegible] from two or more races. [illegible] of the population were Hispanic or Latino	[illegible] White, [illegible] Black or African American, [illegible] Native American, [illegible] Pacific Islander, [illegible] Hispanic or Latino

Objective Ten:
"No description is given to the development of a report to the State Board of Education." The Northwest Arkansas Science & Math Intermediate will provide and publish in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. Each year, The Academy will explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program. The report will be available to all stakeholders via our website.

Objective Eleven:
"Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated in the charter?"
In accordance with Section 9(6) of the Arkansas Charter School Act 736 of 2007, NWSMI. will, in its admissions policy, prohibit discrimination on the basis of sex, national origin, race, ethnicity, religion, disability, academic or athletic eligibility.

NASMI may provide for the exclusion of a student who has been expelled from another public school district in accordance with the Act. Admission of students previously expelled from any public or private school is only allowed in exceptional circumstances. Failure of parents to disclose this information; or the provision of false information can, and most likely will, result in immediate dismissal.

The Northwest Arkansas Science & Math Intermediate will use a random anonymous lottery for the selection of students in the event that the number of applications submitted exceeds the slots available for enrollment. The weighted lottery will be conducted by grade level to assure a balance of students in each grade level. Students of staff, faculty, and board members will automatically be accepted.

Objective Twelve:
"The job responsibilities of the business manager appear to be a possible conflict of interest and a failure to segregate duties."
NASMI will utilize a number of persons to ensure there be no conflict of interest and appropriate segregation of duties. Following the Legislative Internal Audit Controls (see Objective Three) NASMI will segregate duties to the extent feasible.

As you know the lack of adequate internal controls is the reason for most findings, especially shortage findings. The following are recommended practices from Legislative Audit which NASMI will follow to ensure strong internal controls.

There are three (3) general duties that should be performed by different individuals (see Objective Three). Those duties are as follows:

A. Authorization to execute the transaction – This authorization refers to the person who has the authority and responsibility to initiate a transaction. It refers to the authority to enter into contracts, make purchases, etc. (Superintendent)
B. Recording of the transaction – This duty refers to the accounting and record keeping function.
C. Custody of assets involved in the transaction – This duty refers to the actual physical possession or effective physical control of property. For example, it involves the responsibility of issuing checks and receipts.

The following are recommended practices that should be implemented to properly segregate duties:

A. The general ledger should be maintained by an individual who does not authorize transactions, receipts or disburse funds.
B. An individual independent of issuing receipts and checks should open the bank statements and reconcile the general ledger. This individual should also verify that receipts are properly issued and deposited and that cancelled checks agree with duplicate checks and approved documentation.
C. An individual independent of issuing checks should authorize and approve expenditures and ensure that salaries are in accordance with contracts.
D. An individual independent of maintaining equipment records should verify that equipment records are complete and reconciled.
E. At each athletic gate or event, two (2) individuals should be in charge of selling pre-numbered tickets. A person independent of the tickets sales should verify that the recap of tickets sold is correct and that funds are properly receipted and deposited.

Objective Thirteen:
"Does the application explain how the school will conduct its business office, with what personnel?"
Please refer to page 30 on the original application and to Objective Three on this document.

"Describe the process by which the governance structure of the school will adopt an annual budget?
The Superintendent of Schools with assistance from the Director of Business Affairs and the Supervisor of APSCN will create a budget for the ensuing school year to be approved by the NASMI school board to be entered into APSCN before September 15. The budget must be prepared according to generally accepted accounting principles; rules adopted by the State Board of Education.

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Objective Fourteen:
"Applicant does not provide details of auditing the programmatic operations of the school."
The Superintendent will be responsible for providing program reports (ACTAAP test scores, IOWA test scores and other criterion and norm referenced evaluations) to the school board, the Arkansas Department of Education, faculty and parents of students. By November 15th of each calendar year, NWSMI will provide an annual report to its stakeholders and have it printed in a local newspaper with a wide area circulation. This information will be used to determine educational enhancements, modifications and reinforcement of the curricula. Evaluations of educational programs,

Objective Fifteen:
"Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network (APSCN) for reporting education data, as required by state statute or by State Board of Education rule?"
Page 31. of our application states: The Northwest Arkansas Science & Math Intermediate will comply with all rules and regulations pertaining to the Arkansas Public School Computer Network (APSCN) as required by state law and the State Board of Education.

Objective Sixteen:
The facility for the Northwest Arkansas Science and Math Intermediate will be built once the charter is granted. The developer of the proposed facility will not begin construction before that time. The Division of Public School Academic facilities has contacted me directly. We have offered to share preliminary drawings of the facility and encourage their assistance with the creation of the building so that it meets their approval.

Pages 31-32 of our application states: The facility use agreement signed by the president of The Academy, Inc. and is included as Attachment C in this application. The facility will be new. Hoskins Properties will own the facility. The facility consists of one building. There are no relationships Hoskins Properties and The Academy.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act and the Individuals with Disabilities Act and all other state and federal laws. The Northwest Arkansas Science & Math Intermediate is requesting a waiver from the minimum schoolhouse construction standards pursuant to the State Board of Education's authority under Arkansas Code Annotated §6-20-1401, 1406 and 1407.

Upon approval of the Northwest Arkansas Science & Math Intermediate' charter, the Northwest Arkansas Science & Math Intermediate may begin the process of construction to make the facility conducive to the academic endeavors for the Northwest Arkansas Science & Math Intermediate.

Objective Seventeen:
Pages 23-24 in our application provide provisions for all of the following:

Guidance Program: The budget has funds allotted for the employment of a part-time guidance counselor. In partnership with the Arkansas Charter School Resource Center, the Northwest Arkansas Science & Math Intermediate will share a guidance counselor with the consortium. A description of responsibilities for this position is located under item #12 of Section D.

Health Services: The budget has funds allotted for the employment of a part-time nurse. A description of responsibilities for this position is located under item #12 of Section D. The facility has adequate space to dedicate and renovate to the required parameters and regulations that serve that purpose.

Media Center: Northwest Arkansas Science & Math Intermediate will utilize the Fayetteville Public Library. All students will have access to the Internet while in school.

Transportation: Northwest Arkansas Science & Math Intermediate has no funding earmarked for the busing of students and will require that all students make their own transportation arrangements.

Food Services: The charter school will comply with state guidelines regarding free and reduced lunches as outlined in the Standards for Accreditation of Public Schools and as adopted by the State Board of Education. Local restaurants will cater food service for NASMI. The Academy will provide food service for those students on free and reduced lunch. NASMI will diligently seek Title I funding once its charter is approved.

Objective Eighteen:
Please refer to pages 33-34 of the original application.

Objective Nineteen:
Please refer to Pages 34-39 of the original application.

Objective Twenty:
Please refer to Page 39 of the original application.

Responses to Comments:
"Foundation aid is based on $5,662.00. The correct amount is $5,876.00." The NASMI utilized the budget template provided by the ADE which clearly states:

> Estimated State Charter School Aid:
> No. of Students (____) x $5,662.00

The NASMI relied on the charter school office to provide accurate information in its open-enrollment charter application. A new budget template with the correct foundation aid amount of $5,876.00 is included (see attachment 1).

"Budget includes $450,000 in grants. There is no description of the source of these funds."
These funds are federal start-up grants for charter schools. Corrected to $150,000.00 per annum.

"There are no expenditures budgeted for guidance program." (see Attachment 1)

"There are not expenditures budgeted for data processing or substitute personnel"
NASMI's substitute personnel are qualified teachers | mentors who are parents of students. Our parents will use this time for volunteering.

"Incomplete facility use agreement." (see Attachment 2)

Northwest Arkansas Science & Math Intermediate
Proposed Budget Worksheet - Attachment 1

Line#	Revenues	Amount	Total
1	Estimated State Charter School Aid:		
2	No. of Students 225 x $5,876.00		
3	Total State Charter School Aid		$1,322,100.00
4			
5	Other Sources of Revenues:		
6	Contributions		
7	Grants	$150,000.00	
8	Gifts		
9	Other *(Describe)*		
10	Total Other Sources of Revenues		$150,000.00
11			
12	**TOTAL REVENUES**		$1,472,100.00
13			
14	**Expenditures**	**Amount**	**Total**
15			
16	Administration:		
17	Salaries: *(No. of Positions 1.5)*	$115,000.00	
18	Fringe Benefits	$23,000.00	
19	Purchased Services		
20	Supplies and Materials	$2,500.00	
21	Equipment	$4,000.00	
22	Other *(Describe)*		$144,500.00
23			
24	Regular Classroom Instruction:		
25	Salaries: *(No. of Positions 9)*	$346,455.00	
26	Fringe Benefits	$69,291.00	
27	Purchased Services		
28	Supplies and Materials	$25,000.00	
29	Equipment	$75,000.00	
30	Other *(Describe)*		$515,746.00
31			
32	Special Education:		
33	Salaries: *(No. of Positions .5)*		
34	Fringe Benefits		
35	Purchased Services	$10,000.00	
36	Supplies and Materials	$1,500.00	
37	Equipment	$2,000.00	
38	Other *(Describe)*		$13,500.00

Administrative Assistant:			
Salaries: *(No. of Positions 1)*	$27,500.00		
Fringe Benefits	$5,500.00		
Purchased Services			
Supplies and Materials	$1,500.00		
Equipment	$2,000.00		
Other *(Describe)*		$36,500.00	
Independent Auditor | CPA:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services	$5,000.00		
Supplies and Materials			
Equipment			
Other *(Describe)*		$5,000.00	
Guidance Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services	$5,000.00		
Supplies and Materials			
Equipment			
Other *(Describe)*		$5,000.00	
Health Services:			
Salaries: *(No. of Positions .5)*	$20,000.00		
Fringe Benefits	$4,000.00		
Purchased Services			
Supplies and Materials	$3,500.00		
Equipment	$2,000.00		
Other *(Describe)*		$29,500.00	
APSCN Supervisor:			
Salaries: *(No. of Positions .5)*	$20,000.00		
Fringe Benefits	$4,000.00		
Purchased Services			
Supplies and Materials	$1,500.00		
Equipment	$2,000.00		
Other *(Describe)*		$27,500.00	
Fiscal Services:			
Salaries: *(No. of Positions 1.5)*	$50,000.00		
Fringe Benefits	$10,000.00		
Purchased Services			
Supplies and Materials	$1,500.00		
Equipment	$2,000.00		
Other *(Describe)*		$63,500.00	

87			
88	Maintenance and Operation:		
89	Salaries: *(No. of Positions___)*		
90	Fringe Benefits		
91	Purchased Services	$68,000.00	
92	(include utilities)		
93	Supplies and Materials	$10,000.00	
94	Equipment	$8,000.00	
95	Lease	$120,000.00	$206,000.00
96			
97	APSCN Liaison:		
98	Salaries: *(No. of Positions 1)*	$30,000.00	
99	Fringe Benefits	$6,000.00	
100	Purchased Services		
101	Supplies and Materials	$1,500.00	
102	Equipment	$2,000.00	
103	Other *(Describe)*		$39,500.00
104			
105	Director of Business Affairs:		
106	Salaries: *(No. of Positions 1)*	$40,000.00	
107	Fringe Benefits	$8,000.00	
108	Purchased Services		
109	Supplies and Materials	$1,500.00	
110	Equipment	$2,000.00	
111	Other *(Describe)*		$51,500.00
112			
113	Data Entry Specialist:		
114	Salaries: *(No. of Positions___)*		
115	Fringe Benefits		
116	Purchased Services	$5,000.00	
117	Supplies and Materials		
118	Equipment		
119	Other *(Describe)*		$5,000.00
120			
121	Legal Services:		
122	Salaries: *(No. of Positions___)*		
123	Purchased Services	$5,000.00	$5,000.00
124			
125	Debt Expenditures:		$0.00
126	Other Expenditures:		
127	*(Describe)*		$0.00
128			
129	**TOTAL EXPENDITURES**		$1,147,746.00

Northwest Arkansas Science & Math Intermediate

Faculty Salary Schedule 2007.2008

Yrs	BA	BA + 6	BA + 12	BA + 18	BA + 24	MA	MA + 15	MA + 30	Increment
0	$32,500.00	$32,800.00	$33,100.00	$33,500.00	$34,000.00	$35,000.00	$35,500.00	$36,000.00	$0.00
1	$33,250.00	$33,550.00	$33,850.00	$34,250.00	$34,750.00	$35,750.00	$36,250.00	$36,750.00	$750.00
2	$33,750.00	$34,050.00	$34,350.00	$34,750.00	$35,250.00	$36,250.00	$36,750.00	$37,250.00	$500.00
3	$34,250.00	$34,550.00	$34,850.00	$35,250.00	$35,750.00	$36,750.00	$37,250.00	$37,750.00	$500.00
4	$34,750.00	$35,050.00	$35,350.00	$35,750.00	$36,250.00	$37,250.00	$37,750.00	$38,250.00	$500.00
5	$35,250.00	$35,550.00	$35,850.00	$36,250.00	$36,750.00	$37,750.00	$38,250.00	$38,750.00	$500.00
6	$35,750.00	$36,050.00	$36,350.00	$36,750.00	$37,250.00	$38,250.00	$38,750.00	$39,250.00	$500.00
7	$36,250.00	$36,550.00	$36,850.00	$37,250.00	$37,750.00	$38,750.00	$39,250.00	$39,750.00	$500.00
8	$36,750.00	$37,050.00	$37,350.00	$37,750.00	$38,250.00	$39,250.00	$39,750.00	$40,250.00	$500.00
9	$37,250.00	$37,550.00	$37,850.00	$38,250.00	$38,750.00	$39,750.00	$40,250.00	$40,750.00	$500.00
10	$37,750.00	$38,050.00	$38,350.00	$38,750.00	$39,250.00	$40,250.00	$40,750.00	$41,250.00	$500.00
11	$38,150.00	$38,450.00	$38,750.00	$39,150.00	$39,650.00	$40,650.00	$41,150.00	$41,650.00	$400.00
12	$38,550.00	$38,850.00	$39,150.00	$39,550.00	$40,050.00	$41,050.00	$41,550.00	$42,050.00	$400.00
13	$38,950.00	$39,250.00	$39,550.00	$39,950.00	$40,450.00	$41,450.00	$41,950.00	$42,450.00	$400.00
14	$39,350.00	$39,650.00	$39,950.00	$40,350.00	$40,850.00	$41,850.00	$42,350.00	$42,850.00	$400.00
15	$39,750.00	$40,050.00	$40,350.00	$40,750.00	$41,250.00	$42,250.00	$42,750.00	$43,250.00	$400.00
16	$40,150.00	$40,450.00	$40,750.00	$41,150.00	$41,650.00	$42,650.00	$43,150.00	$43,650.00	$400.00
17	$40,550.00	$40,850.00	$41,150.00	$41,550.00	$42,050.00	$43,050.00	$43,550.00	$44,050.00	$400.00
18	$40,950.00	$41,250.00	$41,550.00	$41,950.00	$42,450.00	$43,450.00	$43,950.00	$44,450.00	$400.00
19	$41,350.00	$41,650.00	$41,950.00	$42,350.00	$42,850.00	$43,850.00	$44,350.00	$44,850.00	$400.00
20	$41,750.00	$42,050.00	$42,350.00	$42,750.00	$43,250.00	$44,250.00	$44,750.00	$45,250.00	$400.00
21	$42,150.00	$42,450.00	$42,750.00	$43,150.00	$43,650.00	$44,650.00	$45,150.00	$45,650.00	$400.00
22	$42,550.00	$42,850.00	$43,150.00	$43,550.00	$44,050.00	$45,050.00	$45,550.00	$46,050.00	$400.00
23	$42,950.00	$43,250.00	$43,550.00	$43,950.00	$44,450.00	$45,450.00	$45,950.00	$46,450.00	$400.00
24	$43,350.00	$43,650.00	$43,950.00	$44,350.00	$44,850.00	$45,850.00	$46,350.00	$46,850.00	$400.00
25	$43,750.00	$44,050.00	$44,350.00	$44,750.00	$45,250.00	$46,250.00	$46,750.00	$47,250.00	$400.00

Salary computation is for 190 days

Salary computation for extra days of service beyond 190 days required:

Salary schedule/190 days x number of contracted days.

Northwest Arkansas Science & Math Intermediate
Administrative | Certified Salary Schedule 2007.2008

Superintendent of Schools		Increase
Minimum Salary	$60,000.00	$1,000 - $15,000 per annum
Head of School		Increase
Minimum Salary	$35,000.00	$1,000 - $10,000 per annum
Nurse		Increase
Minimum Salary	$30,000.00	$750 - $5,000 per annum
APSCN Supervisor		Increase
Minimum Salary	$30,000.00	$750 - $5,000 per annum
APSCN Liaison		Increase
Minimum Salary	$22,000.00	$750 - $3,000 per annum
Admin Assist.		Increase
Minimum Salary	$20,000.00	$750 - $3,000 per annum

OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Hasking Properties

Lessee (Tenant): The Academy Inc.

Describe the present use of the facility and use for prior three (3) years: New facility

Premises: Park West - Hwy 112 & Park West
address Bus, Fayetteville Arkansas 72703

10,000 sq. ft.
square footage

Terms of Lease: 5 years

Rental Amount: $12 per Square ft

Contingency: The terms of this agreement are contingent upon

THE ACADEMY, INC (sponsoring entity) receiving a charter to operate an open-enrollment charter school from the State Board of Education by August of 2007 8,

Lessee:

By The Academy

Date 8/20/07

Lessor:

By

Date 8/24/07

ATTACHMENT C

Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 15, 2007

Mutlu Mete
21 Corporate Hill Drive
Little Rock, AR 72205

Re: Notice of Appeal/State Board Meeting
LISA Academy – North Little Rock

Dear Charter Applicant and Affected School District(s):

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the North Little Rock School District will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

RECEIVED
OCT 16 2007
CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts

Superintendent Gary Compton, Bentonville School District
School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
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School Board President Gary Morris, Lincoln School District
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School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
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School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
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Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
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School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
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School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

21 Corporate Hill Dr.
Little Rock, AR 72205

Tel: (501) 227 4942
Fax: (501) 227 4952
www.lisaacademy.org

LITTLE SCHOLARS of ARKANSAS

"Embrace your Future"

October 8, 2007

State Board Office, c/o Charter School Office
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Sir/Madam:

LISA Academy sent, by Certified Mail, notice of our application for approval of a Charter School in both Springdale School District and Pulaski County Special School District. According to our understanding of the Rules and Regulations Governing Public Charter Schools, Article 8.05, the above listed school boards were to have submitted a copy of their written findings or statements to us, also by Certified Mail, by the established deadline of September 28, 2007 at 4:00 pm. Article 8.05 additionally states, "Failure to submit this information will constitute the conclusion that the proposed public charter school will have no impact on the district."

LISA Academy has been very careful to follow and honor the Rules and Regulations as set forth by the Arkansas Department of Education during this application process. The Rules and Regulations do not detail what the actions of LISA Academy should be if we have not received a copy of a letter either approving *or* denying our application by the September 28, 2007 date. Therefore, we felt it would be prudent for us to inform you that as of today, October 8th, 2007 at 12:27 pm, Springdale School District has not sent a copy of denial or approval of our charter application by Certified Mail to LISA Academy. Additionally, Pulaski County Special School District, at 12:48 pm on *October 8, 2007*, hand-delivered via Darren Harding notice of opposition regarding our application for charter. For clarification purposes, please note that the letter from PCSSD was back-dated to September 25, 2007, yet was not delivered until October 8, 2007.

Please contact me if you need additional information or clarification regarding our charter school applications as we are very eager to complete the process. We especially desire to show compliance with your stated guidelines, and ask that you please notify us if anything more is to be required of LISA Academy at this stage, or if the application is now considered, as per Article 8.05, to have no impact on the stated districts and we may now have the opportunity for review by the State Board. If there are additional Rules and Regulations which would apply in this case, then we ask that you please let us know where those may be found so we may incorporate them. For pre-emptive measures, we also ask that you please consider this letter as written notice of our appeal, should one be found necessary, a copy of which is also being sent by Certified Mail this date to both Springdale SD and PCSSD.

I look forward to hearing from you soon.

Kindest regards,

O. Ozmeral

Omer Ozmeral
Superintendent\LISA Foundation

RECEIVED
OCT 08 2007
CHARTER SCHOOL OFFICE

Pulaski County Special School District

RECEIVED
COMMISSIONER'S OFFICE
SEP 26 2007
DEPARTMENT OF EDUCATION

COPY

September 25, 2007

Dr. Kenneth T. James, Commissioner
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201-1071

Dear Dr. James:

On September 13, 2007, the Superintendent's office of the Pulaski County Special School District received from the Little Scholars of Arkansas (LISA) Foundation notice of intent to establish a LISA Academy close to the boundaries of the North Little Rock School District and the Pulaski County Special School District. It has been determined that the Pulaski County Special School District is the primary district affected by this possible location.

The Pulaski County Special School District Board of Education held a special meeting on September 20, 2007, and by unanimous vote, denied support of the LISA Academy and opposed their application for charter.

Respectfully,

James R. Sharpe
Superintendent of Education

P.O. Box 8601 • Little Rock, Arkansas 72216-8601
925 East Dixon Road
(501) 490-6200 • Fax (501) 490-0483 • www.pcssd.org

Think World Class
North Little Rock School District
2700 Poplar Street • P.O. Box 687 • North Little Rock, Arkansas 72115-0687
501.771.8000 • www.nlrsd.k12.ar.us

September 24, 2007

Mutlu Mete, President
LISA Foundation
21 Corporate Hill Drive
Little Rock, AR 72205

Re: Proposed LISA Academy

Dear Mr. Mete,

Enclosed please find a copy of a letter from Trent Cox, North Little Rock Board of Education President, to the Arkansas Department of Education with the information of our Board's vote on Thursday, September 20, 2007. Also, included are the reasons for their 6 – 0 vote of disapproval of The LISA Academy in North Little Rock located within the Pulaski County Special School District.

Should you have questions, please call me at 501-771-8006.

Sincerely,

Kenneth A. Kirspel
Superintendent

DH

Think
World Class
North Little Rock School District
2700 Poplar Street • P.O. Box 687 • North Little Rock, Arkansas 72115-0687
501.771.8000 • www.nlrsd.k12.ar.us

September 21, 2007

RECEIVED
SEP 24 2007
CHARTER SCHOOL OFFICE

Ms. Mary Ann Brown
Arkansas Department of Education
Charter School Office
4 Capitol Mall, Room 305B
Little Rock, AR 72201

Dear Ms. Brown:

On Thursday, September 20, 2007, the North Little Rock School Board voted 6 – 0 to disapprove the LISA Academy – North Little Rock open-enrollment charter school application. The application incorrectly identifies the North Little Rock School District as the district in which the charter is to be located. The location identified in the application is actually within the Pulaski County Special School District. The Arkansas Department of Education Rules and Regulations Governing Charter Schools require that the district where the proposed charter is to be physically located shall review the application and vote to approve or disapprove the application. The rules also allow for a district likely to be affected by the charter to submit findings or statements of the local board. To be certain that we complied with the rules, the board has voted to disapprove the application. After a review of the application, our findings include:

1. On page 4 of the application the applicant states that big cities need more comprehensive college preparatory programs. No research is cited to validate this statement, but we are confident that the North Little Rock School District does provide for the college preparatory needs of our students. Additionally, our students are eligible to attend magnet schools or choose to attend neighboring districts through school choice or the majority to minority programs. The academy would be a duplication of existing programs for North Little Rock School District students.

2. On page 8 the applicant states that they offer International Baccalaureate in high school. The proposed school is not listed on the International Baccalaureate Organization website as a school authorized to offer the IB program.

3. On pages 13 – 23 the applicant lists courses to be offered at the secondary level. Only five Advanced Placement (AP) courses are listed (three science, one math, and one history) and no Pre-AP level courses. North Little Rock High School offers ten Pre-AP level courses, three AP science courses, two AP math courses, two AP social studies courses, two AP English courses, one AP Spanish course, and two AP elective courses. Fourteen International Baccalaureate courses are offered in addition to the AP courses. We are confident that our college preparatory program is meeting the needs of our students and that our students would not benefit from the proposed program.

4. On pages 26 and 35 the applicant incorrectly lists the proposed school as being located within the boundaries of the North Little Rock School District.

5. On page 36 the applicant states that transportation will not be provided for its students. The proposed location is on the east side of highway 67 / 167 on a one way street. The nearest residential area to the proposed school is west of the six lane highway. The nearest residential area to the south is south of Interstate 40. In neither case it would not be possible for students to walk to school. The majority of North Little Rock School District students ride the bus to school; the lack of bus transportation would limit those who can attend to those who have parents available to drive them to and from school. As the majority of our students transported to school are minorities, those would be the students least able to attend the proposed school.

6. On page 38 the applicant states that the academy does not intend to use Alternative Education Programs. The state provides additional funding for ALE students so the proposed school should be available to all students.

7. On page 41 the applicant states that neither the administrators nor teachers would be required to hold a teaching or administrator certificate. Students who attend school in the North Little Rock School District are taught by licensed teachers and schools are led by licensed administrators.

8. On page 44 the applicants state that they expect to draw students from throughout North Little Rock and from surrounding cities such as Fayetteville. They also state that they will serve a diverse student population. Without transportation provided for students, it is unlikely that the academy will be reflective of the student population in North Little Rock. As the North Little Rock School District has filed for unitary status with the federal court, we are unsure how the proposed charter would affect our desegregation efforts.

Additionally, the North Little Rock School District offers a Conversion Public Charter School (Ridge Road Middle Charter School) to our middle school students.

Sincerely,

Trent Cox, President
Board of Education
North Little Rock School District

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

September 26, 2007

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 27, 2007 at 810 West Markham Street. At that time, the Board voted unanimously to submit a fiscal impact statement notifying the Arkansas Department of Education that the operation of the *LISA Academy – North Little Rock proposed* by Little Scholars of Arkansas – LISA Foundation, could have a negative fiscal impact on the Little Rock School District and could potentially adversely affect the District's academic improvement efforts. Operation of a second site of the LISA Academy would further draw students who reside in North Little Rock but who attend the LRSD as magnet school students or Majority-to-Minority (M-to-M) transfer students.

We respectfully request an opportunity to be heard at the ADE Board Meeting when this item comes before you for consideration.

Sincerely,

Katherine P. Mitchell, Ed.D.
President, Board of Directors

Linda Watson, Ed. D.
Interim Superintendent

RECEIVED
SEP 28 2007
CHARTER SCHOOL OFFICE

LISA Foundation

Little Scholars of Arkansas Foundation

21 Corporate Hill Dr.
Little Rock, AR 72205
Phone: (501) 227-4942
Fax : (501) 227-4941

June 28, 2007

Arkansas Department of Education
Charter School Office
4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Sir/Madam,

This is a letter of intent to apply for an open-enrollment charter school in Congressional District Two. Little Scholars of Arkansas Foundation is a non-profit community organization established in 2002 for the purpose of forming a high quality charter school with an emphasis on science, mathematics, and technology in Arkansas. LISA Academy – North Little Rock (name of the proposed charter school) will be located in North Little Rock, Arkansas. LISA Academy – North Little Rock will serve grades K through 12.

LISA Academy – North Little Rock will be a college preparatory school focusing on core knowledge and essential skills so children may achieve the mastery upon which further learning will build. LISA Academy – North Little Rock will employ effective teaching methods in its programs and will seek to foster careers in science, mathematics, and technology for its graduates. The school's strong academic program will reduce achievement gaps by eliminating an important cause: the insufficient mastery of basic knowledge and skills required for further academic achievements. Our partnership with UALR will be beneficial in our efforts to develop a successful program for our students. The Academy will be a small, structured school delivering a rigorous and innovative educational program. The Academy will begin with 300 students: 150 in grades K through 5 and 150 in 6 through 8. Grades 9 through 12 will be added one year at a time, with 50 additional students beginning at year two. Full enrollment will not exceed 500 students.

Should you have any questions, please do not hesitate to call or write an e-mail.

Sincerely,

Mutlu Mete, President
Email: mxmete@ualr.edu

RECEIVED
JUN 29 2007
CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Mr. Mutlu Mete,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Name of Proposed School: Lisa Academy – North Little Rock/Pulaski County S.D.

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Approved

Comments: Charter does not have a GROUP EXEMPTION from the IRS; charter cannot be funded by Child Nutrition Unit for the National School Lunch Program.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 4 / 10

Weakness: No independent evidence is included regarding the level of support at the hearing.

Strengths: A slide show was presented and an outside speaker presented to the audience.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 8 / 10

Weakness: - -

Strengths: Documentation included of letters mailed to various school board members.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 9 / 10

Weakness: - -

Strengths: Comprehensive governing structure provided.

Detailed organizational structure of the governing body is evident. Organizational chart included of the proposed governing body.

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 8 / 10

Weakness: - -

Strengths: A detailed mission statement is included and includes appropriate stakeholders.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 8 / 10

Weakness: The school demographics subgroups should be sufficiently detailed to describe and identify the planned population to be served.

Strengths: The educational needs described in the application are very broad in scope and sufficient.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 9 / 10

Weakness: The application makes no mention of the school's ACSIP program and how it will be incorporated.

Strengths: The proposed curriculum is grade and content specific.

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 9 / 10

Weakness: The proposed objective lacks detail and the goals should be measurable in terms of expected outcomes.

Strengths: The academic goals and school performance objectives are aligned to the Arkansas Curriculum Frameworks.

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 9 / 10

Weakness: - -

Strengths: There is a program in place for teachers to align the curriculum to the frameworks and the program sequencing is taken into account in the curriculum.

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 8 / 10

Weakness: - -

Strengths: Specific data is provided for this item.

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 9 / 10

Weakness: - -

Strengths: Information and reports will be mailed and available to the community via the school website.

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 7 / 10

Weakness: The proposed lottery process may appear to lack objectivity in cases where the principal and board members select applicants.

Strengths: The weighted lottery process has promise.

Legal Comments: Page 27 of the application: "Weighted lottery will be used if the number of minority student application is below the state requirements, in the case of higher overall demand than the school capacity. We will promote and advertise sufficiently to make sure minority students including female students are adequately represented at the LISA Academy – North Little Rock."

Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The application does not state what court order or federal law would require it to conduct a weighted lottery based on race in the initial enrollment process.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 9 / 10

Weakness: CEO/Superintendent job description does not include responsibility for supervision of business manager, nor any financial reporting aspects of operating the charter school.

Strengths: Business Manager position description is comprehensive.

The application shows collaborative and detailed planning in the selection of staff.

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 8 / 10

Weakness: Financial records (page 31) states: LISA Academy – NLR will use a Financial and Administrative Services…" This is vague. Additionally, the list of services appears to duplicate the responsibilities assigned to the Business Manager position. Clarification of this is needed.

Accounting (page 32) refers to the School Administrator. This is vague. Please specify if this is the CEO/Superintendent position or the Business Manager position.

The application states on page 32 that the school will "establish and maintain a school fiscal accounting system ….to the extent the ADE determines is necessary to monitor charter school legal compliance". Charters are required to use the APSCN network and Pentamation software. This statement indicates the applicant might not clearly understand the APSCN network and Pentamation software.

Page 32 of the application states the school will conduct audits in compliance with "ADE's Special Supplement to Financial Accounting and Reporting Non-Profit Charter School Chart of Accounts". Charters are required to use the APSCN network and Pentamation software which implements the Financial Accounting Handbook. The applicant should revise this statement to comply with the required Handbook.

Application, page 33, section 7. Annual Audit; Report (b) should identify the relationship between "each treasurer" and its appropriate organization.

The Application, page 33, section Annual Audit; Report (c) states "If the board declines or refuses to approve the auditors report….". This statement indicates the applicant has a lack of understanding of the audit process

Strengths: Descriptions are comprehensive.

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 8 / 10

Weakness: - -

Strengths: Audit process description is adequate.

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 8 / 10

Weakness: No statement of training or professional development noted.

Strengths: The required statement is included. The school plans to participate in APSCN and plans to hire a coordinator.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 6 / 10

Weakness: - -

Strengths: Application states that building will be in compliance with ADA, IDEA and all state and federal regulations as well as with maintenance requirements. The application also provides specifications about the building as well as a lease agreement form.

Legal Comments: The application indicates that a 41,000 square foot building will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: 9/18/07

1. Charter School: Lisa Academy
2. Location: 5310 Landers Rd., North Little Rock, AR
3. General Observations: 41,000 sq. ft. former Best Buy building. Concrete block, steel roof and deck, parking lot. Building is wide open inside, will require extensive renovation.
4. Academic Suitability: N/A
5. ADA Accessibility: Must meet city and state codes
6. Life Safety Codes: Must meet city and state codes in order to receive occupancy permit.

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation

E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 9 / 10

Weakness: No professional services are included in the budget for related services under special education. The proposed budget does not include funding for GT although the plan indicates a coordinator will be hired.

Charter is not eligible for National School Lunch Program with current 501 (c) (3) designation. It must be Group Exempt to be funded separately under one 501 (c) (3). Insufficient funds were budgeted for meal service compared to proposed enrollment. No Cafeteria/Kitchen facilities were described in the proposed structure.

Strengths: All program areas are sufficiently covered in the objective area.

Charter will be located in North Little Rock. Ample labor and possible vendors should be readily available.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 8 / 10

Weakness: The plan does not include definitive language on what will be done regarding parent involvement.

Strengths: The proposed plan in the application included good activities, if implemented.

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments:

a. Ark. Code Ann. §§ 6-15-1004, 6-17-309 and 6-17-401 and Section 15.03 of the Standards of Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to criminal background checks.

b. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk).

- This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

c. Minimum Schoolhouse Construction Laws and Standards (Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the Standards for Accreditation Rules) (concerning approval of building plans and standards for school construction).

- The requirements imposed by these laws and rules will not be waived, except as they may relate to owned property versus leased property.

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

- Application describes the APSCN reporting coordinator position. This position does not appear in the budget.
- Salary schedule is included.
- A calendar is attached.
- A facility use agreement is attached.
- Evidence of status as eligible entity is attached.
- Signed Statement of Assurances Form is attached.
- General Comment: Although the application is strong, it is not obvious within the text how the strategies and structure differ from the local public school offering.

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519

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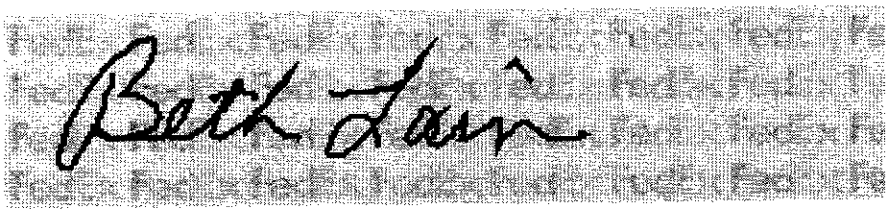

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LITTLE SCHOLARS of ARKANSAS

"Embrace your Future"

October 22, 2007

Dr. Mary Ann D. Brown
Charter School Office
Arkansas Department of Education
4 State Capitol Mall, Room 305-B
Little Rock AR 72201

Dear Dr. Brown,

Enclosed please find our responses to the Open-Enrollment Public Charter School Application Evaluation Report for LISA Academy – North Little Rock.

If you have any questions or comments, please notify me at your earliest convenience.

Sincerely,

O. Ozmeral .

Omer Ozmeral
LISA Foundation/Superintendent

RECEIVED
OCT 22 2007
CHARTER SCHOOL OFFICE

OBJECTIVE 1: Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school. Provide copies of any supporting evidence received.

Weakness: No independent evidence is included regarding the level of support at the hearing.

Due to 50 pages limit in application we were not able to give detailed information about the public hearing and submit all the supporting documents. I want to talk more about the public hearing meeting and I will attach the all related evidences.

A public hearing was held on August 27, 2007 at the North Little Rock Public Library. Mr. Ali Gumus, Assistant Principal of LISA Academy at Little Rock, was the speaker and he presented the educational concepts that LISA Academy at Little Rock has utilized for the last three years.

There were 29 participants, and 24 parents and three staff members from LISA Academy attended in conjunction with two board members from LISA Foundation. Attendees were very supportive of a college preparatory charter school in North Little Rock that desired to raise the standards in Arkansas, especially in the science, math and technology realms.

To provide more detailed information, Mr. Gumus presented an informative slide show that covered many facets of LISA Academy which have contributed to its success. The slideshow focused especially on the communication efforts that the school has made to incorporate parents, students and staff into a thriving support team. *Attendees asked several questions that centered on the funding, technological expertise, facilities and curriculum.* After the slideshow and question-answer time the meeting took on a more informal theme, with LISA Academy parents interacting with the attendees and providing personal stories that encompassed a wide variety of topics. A question was asked regarding the homework load and one of our parents was especially glad to share how LISA Academy has impacted her child. She related how, at another school, her daughter was buried with an average of four hours of homework per night, yet never seemed to be able to change the scale on her test scores. Mrs. Hart stated that at LISA Academy the homework consisted not of "busy work" but of work that was truly designed to incorporate logical, higher-order thinking skills with effective and meaningful assignments. These types of assignments allowed her daughter to experience a diminished homework load and yet see a marked increase in her testing scores.

Another parent shared that her child was just an "average" child, and had never excelled academically in other schools. At LISA Academy her daughter changed from an introverted, reticent student to a self-confident and successful scholar. She attributed this success to the smaller class sizes where teachers can pay attention to their students, to the specialized tutoring sessions her daughter was offered, and to the effective teaching techniques utilized in the classroom. She is now a thriving, active student with a bright future ahead of her.

Many of the attendees were especially excited about the technological offerings at LISA Academy which will enable students to become well prepared for the 21st century workplace. These offerings include computer programming classes and clubs, web design, Excel, Word and PowerPoint, and attendees were also encouraged to learn that LISA Academy is the only school in Arkansas that is a Microsoft Certified Teaching Center. LISA Academy's enormously successful science fairs were also a subject for animated discourse, and LISA parents provided attendees with dynamic descriptions of the benefits their children have gained from actively pursuing excellence in their science fair projects.

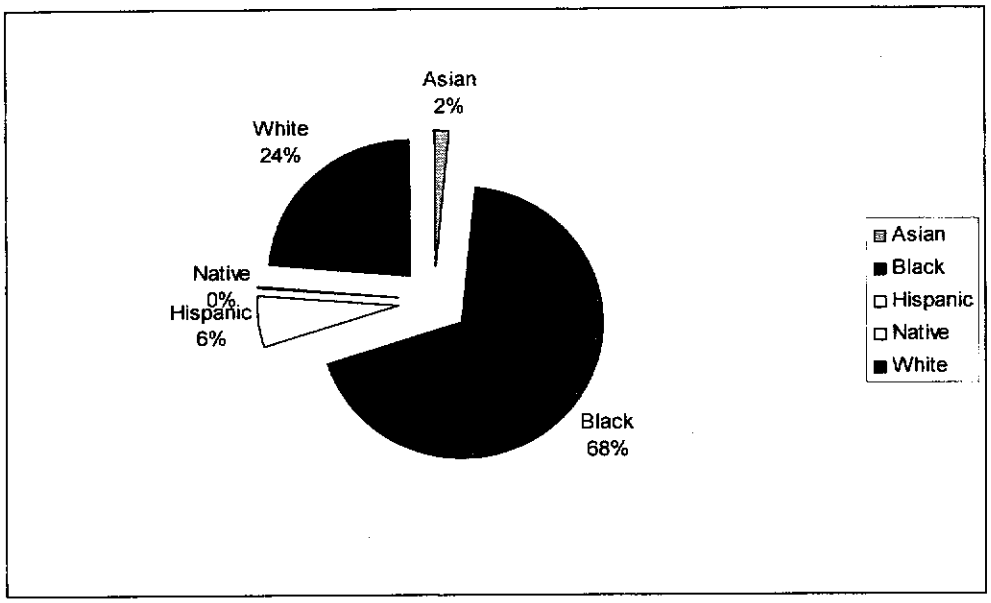
This meeting proved very useful in assessing the perspective of the community and expectations from such a program in the North Little Rock area, and the attendees were grateful for the opportunity to learn more about LISA Academy.

Public Hearing Participants & Charter supporters Sign-in Sheet is attached as Attachment #1
Sample support letters are attached as Attachment #2
Meeting Room Reservation is attached as Attachment #3

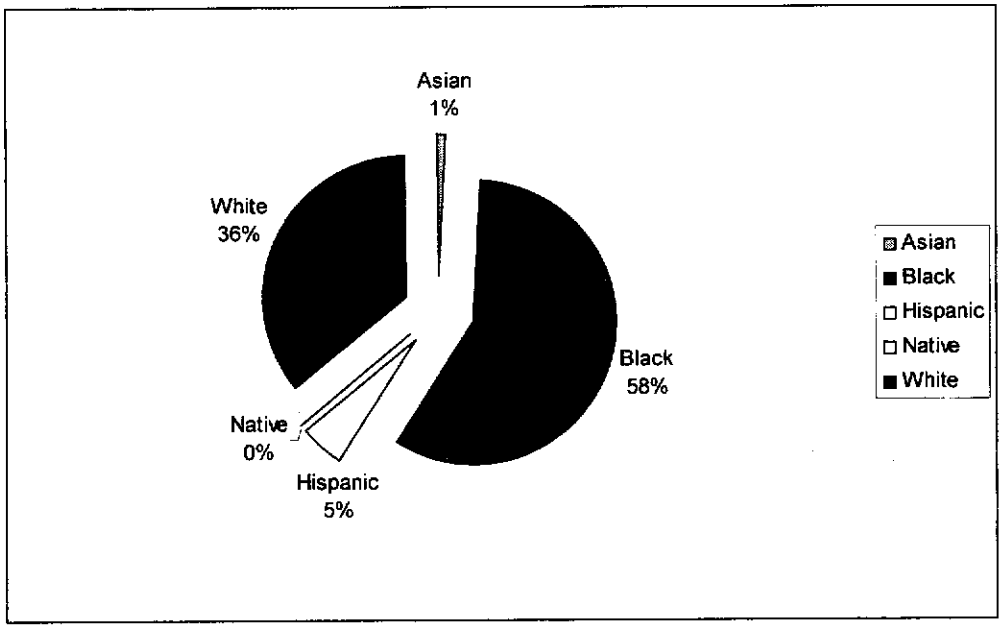
OBJECTIVE 5: Provide a description of the educational need for the schools
Weakness: The school demographics subgroups should be sufficiently detailed to describe and identify the planned population to be served.

LISA Academy – North Little Rock is planning to serve to three districts. Little Rock School District, North Little Rock School District and Pulaski County Special School District. The following tables and charts may give you an idea about the demographics subgroups of the districts that LISA Academy – North Little Rock will serve.

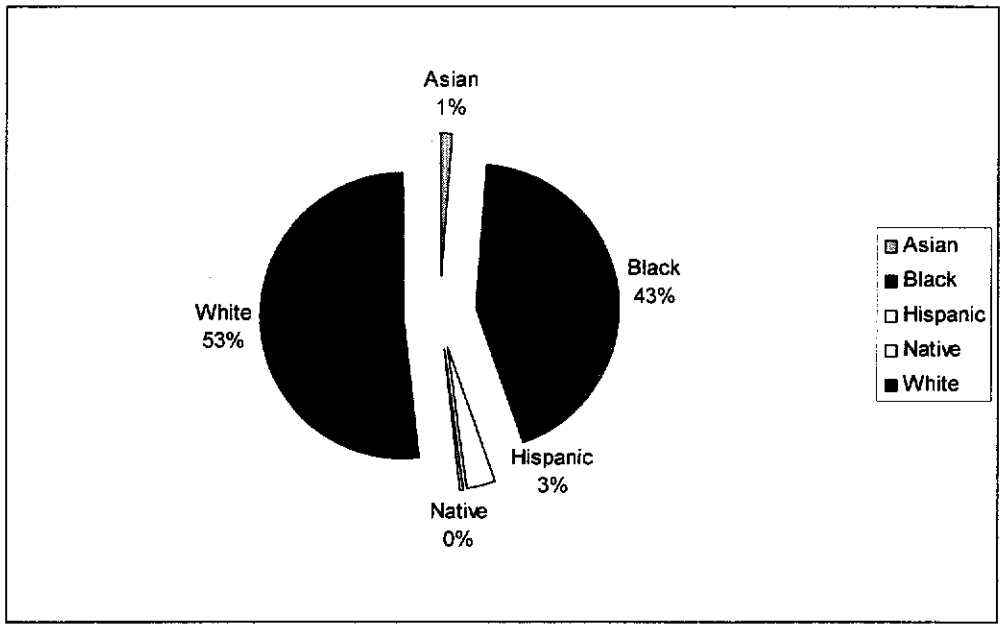
District_Name	Asian	Black	Hispanic	Native	White	Total
LITTLE ROCK SCHOOL DISTRICT	412	17432	1553	76	6027	25500



District_Name	Asian	Black	Hispanic	Native	White	Total
N. LITTLE ROCK SCHOOL DIST.	67	5436	458	11	3362	9334



District_Name	Asian	Black	Hispanic	Native	White	Total
PULASKI CO. SPEC. SCHOOL DIST.	261	7646	569	43	9237	17756



OBJECTIVE 6: Describe the educational program to be offered by the charter school

Weakness: The application makes no mention of the school's ACSIP program and how it will be incorporated.

LISA Academy at Little Rock has a great experience in preparing and implementing the plan in school and district wide. The proposed school LISA Academy – North Little Rock will also submit its ACSIP plan and will get technical assistance from LISA Academy at Little Rock if it is needed. LISA Academy – North Little Rock may also ask technical support from ADE.

OBJECTIVE 11: Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for

admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

When a lottery is required, each student will be assigned a number, and numbers will be selected at random by computer software or by the principal under the supervision of at least two members of the governing board, ***it will be open to public*** and the lottery date will be announced to parents so parents will have chance to observe the lottery process..

OBJECTIVE 12: Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Weakness: CEO/Superintendent job description does not include responsibility for supervision of business manager, or any financial reporting aspects of operating the charter.

Due to 50 pages limit in application we were not able to give very detailed information about job description of CEO/Superintendent. Superintendent will also supervise the business manager, or any financial reporting aspects of operating the charter school. A detailed job description of the superintendent is as follow :

CEO/SUPERINTENDENT/DIRECTOR: The CEO will serve as a curriculum leader of the proposed school and be responsible for the duties of Superintendent/Director, including the following duties:

Board Relations:

- Communicating and advising the Board
- Directing, hiring, discharging recommendations to the Board
- Implementing directives from the Board
- Prepare reports and assist the board in evaluating the effectiveness of school programs.

- Keep the board continuously informed on issues, needs, and operations.
- Prepare board agendas and meeting materials in cooperation with the board.
- Recommend policies to the board for adoption and oversee the implementation of adopted policies
- Prepare and submit annual proposed budget to the boards.
- Attend and participate in all board meetings except closed meetings.

Personal Managements:

- Serve as a liaison between the board and staff.
- Work with all advisory committees established by the Board
- Maintain authority over all employees and over programs they are responsible for implementing.
- Demonstrate skill in anticipating, managing, and resolving conflicts.
- Dealing with discipline and mediating conflicts between parents, students, and teachers.

School Improvement:

- Ensure that there is a continuous focus on improving student academic performance.
- Conduct periodic evaluations of all programs and operations to determine improvements needed to reach the goals of improvements plan.
- Promote a positive working environment that fosters high staff moral and excellence.

Management of Administrative ,Fiscal, and Facilities Functions:

- Be informed about all aspects of the instructional program.
- Develop and recommend pay-systems, pay increases, or pay adjustments for personnel.
- Develop administrative procedures and regulations to manage school operations.

- Be informed of developments in state, federal and local laws.
- Ensure compliance with all applicable state and federal requirements.

School or Community Relations:

- Develop and implement effective communication between the school and community.
- Promote community support and involvement with the school.
- Represent the school in activities involving other school systems, institutions, agencies, and professional or community groups.

Student Management:

- Work with staff, board, and community to plan and implement support services for students.
- Ensure a favorable education environment through the implementation of an equitable and effective system of student discipline management.

OBJECTIVE 13: Explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Clarifications:

LISA Academy- North Little Rock will hire a business manager and a APSCN coordinator. Business manager will be responsible from all financial services and will be the administrator of APSCN coordinator.

Business manager will be responsible from the following duties.

Account Payable Services: Check writing, posting account records, preparation year end report including 1099

Payroll: Check writing, preparation payroll tax deposits, electronic TRS deposits, preparation of required state and federal payroll tax reports, preparation W-2 forms

General Accounting: Maintenance of all financial records, bank reconciliation, preparation monthly financial statements

Budgeting and Forecasting: Preparation annual budget, projection of future state revenue, assistance in the preparation cash flow projection

APSCN: Preparation of the APSCN submission file for budget and data submission, maintenance of the financial records accordance of APSCN codes

Federal Funds and Grants: Maintenance of accurate records on all Federal funds and grants, monitor level of spending, electronic file request for funds

LISA Academy – North Little Rock will use the APSCN Financial and Student software and will comply with the required Handbook.

LISA Academy at Little Rock completed their audit reports successfully. They will share their experiences with other LISA Schools.

OBJECTIVE 15: Provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Weakness : No statement of training or professional development noted.

If approved by the ADE , LISA Academy – North Little Rock will be the second LEA that the LISA Foundation will be governing. LISA Academy at Little Rock has 4 years of experience in using APSCN financial and student software. LISA Academy at Little Rock APSCN Coordinator or Business manager may give the required training or LISA Academy – North Little Rock may ask ADE for training.

OBJECTIVE 16: Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years…

The LISA Academy – North Little Rock will begin with 300 students: 150 in grades K through 5 and 150 in 6 through 8. Grades 9 through 12 will be added one year at a time, with 50 additional students beginning at year two. Full enrollment will not exceed 500 students.

In order to serve projected student number, LISA Academy- North Little Rock will need an initial size of 20K-25K square feet school building. LISA Academy – North Little Rock is planning to add about 6-7 K square feet school area each year. At the end of its growing, the total leased area is expected to be about 45K square feet. For the first year, LISA Academy – North Little Rock will need 15-20 classrooms , 1 library, 6 office rooms, 4 restrooms, 4 Laboratories, 1 cafeteria

If ADE Board approves our proposal, LISA Academy – North Little Rock school building will be ready on may 18, 2008 and the building will be compliance with ADA, IDEA and all state and federal regulations.

OBJECTIVE 17: Describe the manner in which the school will make provisions for the following student services:

A) Guidance Program B) Health Services C) Media Center D) Transportation E) Food Services F) Special Education G) Alternative Education H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Weakness: No professional services are included in the budget for related services under special education.

$2000 will be budgeted under the professional service for special education.

Weakness: The propose budget does not include funding for GT although the plan indicates a coordinator will be hired.

The assistant principal who is in charge with the education will also be the GT coordinator.

LISA Academy at Little Rock food data shows that every student does not eat from the food that the school serving. Budgeted money for 135 meals was an estimate; we may change this number with our enrollment number.

LISA Foundation contacted to IRS in order to solve the funding problem for National School Lunch Program. IRS advised us to apply for the Group Exemption. LISA Foundation will apply for GROUP EXEMPTION from the IRS.

OBJECTIVE 19:

LISA Academy – North Little Rock is aware that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.

LISA Academy will not ask a waiver for Ark. Code Ann. 6-17-920 (concerning examination of teachers' contracts by the county clerk).

OBJECTIVE 20:

Clarification :

The LISA Academy - North Little Rock will serve grades from K through twelve grades having maximum 500 students. The potential students enrolling LISA Academy - North Little Rock will come from all North Little Rock and Sherwood area. As an open-enrollment charter school, LISA Academy - North Little Rock expects to draw majority of its students from throughout **Pulaski County Special School District** , **North Little Rock School District** and **Little Rock School District**. LISA Academy - North Little Rock will serve a diverse students population that is reflective of the North Little Rock. LISA Academy - North Little Rock will be incompliance with court orders and statutory obligation regarding desegregated public school policy and maintain a unitary system of desegregated public school. Furthermore, LISA Academy - North Little Rock will meet all other obligations in hiring faculty and staff, maintain diversity in other areas of the desegregation order. LISA Academy - North Little Rock is also committed to abide all other federal and state civil rights laws.

RESPONSES TO GENERAL COMMENTS

- LISA Academy – North Little Rock will hire an APSCN Reporting coordinator and will add it to budget.
- LISA Academy – North Little Rock will have a following school model.

LISA Academy Schools have a unique and replicable school model

The school model is **rigorous** (prepares students for college), **relevant** (reinforces math and science skills) and is underpinned by a tight web of **relationships** (a strong culture reinforced by teachers and parents). Lisa's intended impact is for all LISA students to graduate high school ready for college and to enroll in 4-year colleges with the skills to succeed. LISA attributes its strong outcomes to three core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. LISA utilizes technology across all of these dimensions to reinforce its school model and curriculum.

Challenging curriculum

- Lisa's core curriculum meets the Smart Core program and offers honors and AP coursework
- The CPM, FAST curriculum challenges students just above their current level with scaffolding
- Students are grouped by their skills to maximize educational outcomes

Ongoing assessment

- Continuous assessment and prep exams promote high ACTAAP pass rates
- LISA teachers are given flexibility in teaching and are not constrained by the testing focus

The mandatory use of the technology-enabled student database by teachers allows for information to be consistently updated

Culture of high expectations

- Focus on constructive competition enables academic achievement to be the primary student focus

- The "discipline point system" allows teachers to focus on instruction, not on discipline
- The student database allows students, teachers and parents to access and monitor discipline history
- Character education cultivates a community of respect

LISA is strengthening its school model by further developing and codifying its college-preparatory curriculum, fine-tuning its method of grouping students according to their skills, bolstering the professional development available to teachers/administrators, and outlining a consistent parental engagement strategy. LISA has allocated responsibilities for these initiatives and will be monitoring progress over the years.

Finally, LISA will hold its students, teachers and administrators accountable to a set of challenging metrics to gauge progress against its intended impact. Lisa's intended impact whereby students; 1) graduate high school prepared for college; 2) have college ready support; and 3) enroll in four-year colleges

LISA Foundation would like to share with you how its system became very successful just in 4 years with LISA Academy at Little Rock. Please see **Attachment #4**

LISA Foundation also would like to add the affiliation and cooperation agreement with University of Arkansas at Little Rock Collage of Science and Mathematics. Please see **Attachment #5.**

LISA Academy at Little Rock Parents' letters about how their kids education changed in our school is also attached as **Attachment #6**

Attachment #1 PUBLIC HEARING PARTICIPANTS & CHARTER SUPPORTERS

	SIGN-IN SHEET
	Please put your signature
1	Dahl Freeman
2	Katie Hart
3	Kim Hart
4	Brenda Davis
5	Karen Elrod
6	Beth Murry
7	Sherry Little
8	Barbara Emerson
9	Karen L Hurst
10	Carol L Kerr
11	Matt Barber
12	Mary Jane Thomas
13	James L Moses
14	Margie Davis
15	Mattie Holmes
16	Wanda Crews
17	Beth Lain
18	Holly Russell
19	Carolyn Woods
20	Rhonda Lackey-Bogard
21	Laura Fly
22	Vicki Buck
23	Bernie Finch
24	Yvonne Chong
25	
26	

27	Mary Jane. Thomas@VA.GOV
28	CAROL KERR GATITOS@ARISTOTLE.NET
29	Beth Murry Beth_Murry@Yahoo.com
30	Sherry Little SherryLynnLittle@AOL.com
31	Karen Elrod arkansas1966@Yahoo.com
32	Brenda Davis bpldavis@yahoo.com
33	b21
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#4 For Emails

	~~SIGN IN SHEET~~
	~~Please put your signature~~
1	Holly Russell hkrussell@arkbluecross.com
2	Sara Bowling bowlingsf@yahoo.com
3	Vicki Finch bkfinch@sbcglobal.net
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Attachment # 2, page 1

UALR

COLLEGE OF SCIENCE
AND MATHEMATICS

OFFICE OF THE DEAN

Arkansas Department of Education
Charter School Office
4 Capitol Mall, Room 404-A
Little Rock, AR 72201

August 28, 2007

Dear Sir/Madam:

This letter is in strong support of the application by Little Scholars of Arkansas (LISA) Foundation to establish a LISA Academy – North Little Rock, that will be a charter school with emphasis on science and technology education. This school will build on the well developed curriculum and educational activities of the very successful LISA Academy in Little Rock.

Currently the US is at a critical turning point in maintaining economic competitiveness globally. It is crucial that we increase the number and quality of students graduating from K-12 schools in order to be able to undertake university-level science and engineering studies to maintain America's edge. The need for high-quality education in these areas is particularly crucial in Arkansas, as our state currently trails many of the other states in high-tech employment and science and technology training. So many talented young minds in Arkansas's 450,000 strong student population either do not consider a technical career or have difficulties later in college when they do attempt these fields of study, due to their poor preparation in K-12.

LISA Academy in Little Rock has become a partner with UALR in working to help encourage and strengthen students in science and engineering areas, and has established a school that is fostering careers in science and technology for Arkansas and the US.

We are very impressed with the innovation and energy that the LISA Foundation brings to the table, and believe that the establishment of a second LISA Academy in North Little Rock would be a real asset in benefiting the community in advancing STEM education in Arkansas. We strongly support the LISA Foundation efforts and look forward to continuing to work with them in the future.

Sincerely,

Dr. Michael Gealt
Dean
College of Science and Mathematics

Dr. Jeffrey S. Gaffney
Chair, Dept. of Chemistry
College of Science and Mathematics

UNIVERSITY OF ARKANSAS AT LITTLE ROCK
2801 South University Avenue Little Rock, Arkansas 72204-1099
(O) 501.569.3247 (F) 501.569.8017

Omer Ozmeral
Superintendent
LISA Academy

Dear Mr. Ozmeral,

I am one of the parent's who attended the public informative meeting regarding LISA Academy – North Little Rock. I am very excited about the possibility of my child being able to attend this school.

I believe LISA Academy – NLR would be able to provide my child with academic challenges that I feel he is not receiving at his current school. LISA Academy would evaluate my son's progress on an ongoing basis, and be able to teach him material that would be on the level of his skills. It is my desire that my son be able to use his talents to their greatest potential.

I also look forward to my son being in a more culturally diverse environment. The private school he currently attends lacks this quality.

I believe that the LISA Academy staff truly wants to work as a team with the parents and children to provide the best educational plan for the child's future.

It is my sincere hope that the State Board will approve the LISA Academy – NLR charter.

Thank you,

Holly Russell

Attachment #3

WILLIAM F. LAMAN PUBLIC LIBRARY
2801 Orange
North Little Rock, AR 72114
(501) 758-1720 www.laman.net

August 25, 2007

To Whom It May Concern:

This is to verify that the LISA Foundation held a public hearing at the William F. Laman Public Library on August 25, 2007, from 11:00 a.m. until 1:00 p.m.

Jenny Heard

Jenny Heard

Public Services Manager

William F. Laman Public Library
2801 ORANGE STREET
NORTH LITTLE ROCK, ARKANSAS 72114

JENNY HEARD
PUBLIC SERVICES MANAGER
(501) 758-1720
FAX (501) 758-3539
E-Mail: jenny.heard@laman.net

21 Corporate Hill Dr.
Little Rock, AR 72205

Attachment #4

Tel: (501) 227-4942
Fax: (501) 227-4952
www.lisaacademy.org

"Embrace your Future"

LISA Academy

LISA Academy, Little Rock's public charter school now in its 4th year, has already been recognized in the math, science and technology community. Our rigorous and tuition-free college preparatory curriculum is designed for students from diverse academic and cultural backgrounds. In addition, we offer hands-on science labs, state-of-the-art equipment, and a bright, clean and safe environment. We also offer parents the opportunity to monitor assignments and progress through on-line, personal web-sites for each student.

Our faculty is dedicated to providing the highest quality education in an environment that emphasizes structure, self-discipline and attention to detail in all academic and social interactions. Free tutoring is provided, as needed, for all students. The Advanced Placement students are offered additional fast-track classes and specialized groups to keep their academics at a challenging level. Our curriculum utilizes College Preparatory Mathematics and The Foundational Approaches in Science Teaching, both designated as "Exemplary" programs by the U.S. Department of Education.

Rounding out the academics is a staff that is young, fun and full of energy, organizing events, activities and field trips for the benefit of LISA Academy students. A highlight of our school is the Home Visit program, where our staff members visit the homes of students and their families. The goal of this program is to strengthen relationships between students, parents and teachers, resulting in improved grades and steady attendance.

LISA Academy is a small school with a grand vision, where the faculty is exceptional, the students are eager, and the parents are always welcome!

NATIONAL AND STATE TESTING RESULTS

2006-2007 ARKANSAS STATE BENCHMARK EXAMS

	Math		Literacy	
	LISA	STATE	LISA	STATE
6th Grade	82%	68%	81 %	60%
7th Grade	81%	58%	81%	57%
8th Grade	75%	48%	93%	63%

ACT 8th GRADE EXPLORE TEST: 2005-2006 LISA Academy above National Average in all subjects.

2005-2006 ARKANSAS STATE BENCHMARK EXAMS

	Math		Literacy	
	LISA	STATE	LISA	STATE
6th Grade	72%	57%	68%	59%
7th Grade	71% (2nd place in state)	50%	69%	53%
8th Grade	70% (2nd place in state)	44%	82%	66%

2005-2006 END OF COURSE EXAMS (EOC)

	LISA	STATE
Geometry	98% (1st place in state)	60%
Algebra I	78%	65%

2005-2006 STATE IOWA TEST RESULTS

	LISA	STATE
6th Grade	65%	52%
7th Grade	72%	50%
8th Grade	70%	49%
9th Grade	59%	49%

ACT 8th GRADE EXPLORE TEST: 2004-2005 LISA Academy above National Average overall

2004-2005 ARKANSAS STATE BENCHMARK EXAMS

	Math		Literacy	
	LISA	STATE	LISA	STATE
6th Grade	46%	43%	64%	57%
7th Grade	60%	43%	73%	50%
8th Grade	40%	33%	66%	57%

2004-2005 STATE IOWA TEST RESULTS

	Reading		Concept & Est.		Prob. Solv. & Data Int.	
	LISA	STATE	LISA	STATE	LISA	STATE
6th Grade	58%	54%	59%	54%	60	55
7th Grade	71%	52%	66%	55%	66	54
8th Grade	62%	53%	48%	54%	56	49

SCHOOL AND ACADEMIC ACHIEVEMENTS

LISA Academy named a NATIONAL CHARTER SCHOOL OF THE YEAR

Washington, D.C., May 16, 2007 – The Center for Education Reform (CER), the nation's premiere education reform group, recognized LISA Academy as a National Charter School of the Year, an honor given to 53 charter schools from across the U.S. at a special awards ceremony in Washington, D.C.

SCHOOL-WIDE SCIENCE FAIR

Required event for all LISA students – excellent preparation for learning the scientific method and presentation skills

CENTRAL ARKANSAS REGIONAL SCIENCE FAIR

2004-2005

- Total of 35 Awards: 16 Regional Awards, 10 Junior Academy of Science Awards, 9 Special Awards

2005-2006

- Total of 74 Awards (more than any other school in the region)
- 30 Regional Awards, 23 Junior Academy of Science Awards, 17 Discovery Channel Young Scientist Challenge Semi-Finalists, 4 Special Navy Awards

2006-2007

Middle School:

- Total of 78 Awards
- 3 Overall Winners; 29 Category; 15 Discovery Channel Young Scientist Award; 2 U.S. Navy Awards; 2 AR Chapter of the American Fisheries Society Awards; 27 Junior Academy of Science Category Winners

Senior Division (we had only 9th & 10th grades available this year):

- Total of 12 Awards
- 5 Category Awards; 1 U.S. Navy Award; 6 Junior Academy of Science Category Winners

The Intel ISEF Nominations: 2 students nominated
State Science Fair Nominations: 4 students nominated

MATHCOUNTS--LISA ACADEMY WINS 2005-2006 STATE MATHCOUNTS COMPETITION

2004-2005

- 3rd Place Team in Chapter MathCounts Competition; 7th Place Individual in State MathCounts Competition

2005-2006

- LISA Academy wins First Place in Chapter MathCounts Competition 2006
- LISA Academy wins State MathCounts Competition 2006
- LISA Academy joins other top Arkansas students to bring home an award for placing *12th in the NATION* in 2006 MathCounts National Competition
- LISA Academy's math teacher was the Arkansas coach for the MathCounts team that garnered 12th place in Nation for the 2006 National Competition

2006-2007

- LISA Academy wins First Place in State MathCounts Competition 2007
- LISA Academy student took 5th place in the National MathCounts Competition in Fort Worth, competing against 227 other middle school students in this prestigious competition.
- The Arkansas State MathCounts Team was represented by a team comprised solely of LISA Academy students, and Arkansas State took 23rd place in the National Competition among the 57 states and territories.
- LISA Academy's MathCounts Team interviewed on Channel 7 News at Daybreak

AMERICAN MATHEMATICS COMPETITIONS (AMC 8 AND AMC 10/12)

LISA Academy Math Team participated in the 2005 AMC 8. A total of over 170,000 students from approximately 2200 schools participated in 2005 AMC 8.

- Three students received Distinguished Honor Roll Certificate **(students who score in the top 1% in the nation)**
- Six students received Honor Roll Certificate **(students who score in the top 5% in the nation)**
- LISA Academy qualifies for AMC 8 Honor Roll
- LISA Academy student receives 1st Place in AMC 10A and AMC 10B Competitions

AMERICAN INVITATIONAL MATHEMATICS EXAMINATION (AIME)

- Two LISA Academy students qualified for AIME

UNITED STATES OF AMERICA MATHEMATICS OLYMPIAD (USAMO)

LISA Academy student qualified to take USAMO, selected from about 500 of the top scores from the prior AIME and AMC-12A, AMC-12B, AMC-10A AND AMC-10B contests in the United States

ARKANSAS COUNCIL OF TEACHERS OF MATHEMATICS COMPETITION

- ACTM Regional Math Contest 1st Place – Algebra I & ACTM State Math Contest 1st Place – Algebra I

2006-2007 DUKE UNIVERSITY TALENT SEARCH

- Four of LISA Academy's 7th grade students received scores that resulted in an invitation to the Grand Recognition Ceremony at Duke University
- Fourteen students qualified for State Recognition

QUIZ BOWL TEAM

- LISA Academy Sr. High Quiz Bowl Team wins 1st Place in the Regional Quiz Bowl Competition 2007
- LISA Academy Jr. High Quiz Bowl Team wins 1st Place in the State Competition 2007

COMPUTER ACHIEVEMENTS:

- LISA Academy is the only Middle/High School in Arkansas to qualify as a Microsoft Office Specialist Authorized Testing Center
- LISA Academy is the only Middle/High School in Arkansas to qualify as an Internet and Computing Core Certification Authorized Testing Center

YOUNG ARKANSAS ARTIST'S EXHIBITION INVITATION (2004-2005 AND 2005-2006)

2006 AFLTA FOREIGN LANGUAGE FESTIVAL

The Arkansas Foreign Language Association organized this festival and LISA Academy, with more than 50 schools around Pulaski County, participated in this event. This was our first year participating in four different Spanish Language categories:

- 1st & 2nd Place: Poetry Recitation, I Level
- 1st Place: Vocabulary Bee, Heritage Level
- 3rd Place: Extemporaneous Speaking, Heritage Level
- 1st & 3rd Place: Extemporaneous Speaking, I Level
- 3rd Place: Extemporaneous Reading, I Level
- 2nd Place: STATE in Poetry Recitation, I Level

2007 AFLTA FOREIGN LANGUAGE FESTIVAL

State Level Results:

- Two 1st Places: Contemporaneous Reading
- Two 2nd Places: Poetry Recitation
- Two 2nd Places: Vocabulary Bee
- One 3rd Place: Poetry Recitation

Distinguished Level Results:

- Eight for Poetry Recitation
- One for Poetry Recitation and Art

GEOGRAPHY BEE – LISA Academy student qualified to represent school at the state level

DUKE UNIVERSITY TALENT IDENTIFICATION PROGRAM

Congratulations to LISA Academy student awarded one of 21 2006 Merit Scholarships to the Duke University Talent Identification Program's Summer Studies Program.

Family, Friends, Volunteers, Staff & Special Events

LISA Academy students, families, volunteers and staff are truly special to our school, and play an integral part in maintaining the spirit of community.

- "Cookin' up Culture" – LISA Academy's annual *International Food Festival!*
- Granite Mountain Quarry field trip
- S.T.E.P. (tutoring/encourager program)
- 6-Flags Over Texas reward trip for Regional Science Fair participants
- Science Fair Awards Banquet
- Movie Nights for each grade
- School Dances
- Library Book Drive (over 6,000 books raised!)
- Soccer Club
- Plant & Flower Sale
- Volunteer Appreciation Night
- Homeroom Basket Auction
- Talent Shows
- Coffee Shop tutoring, Home Study groups & Library Focus groups
- Picnics, soccer & awesome BBQ at Pinnacle Mountain State Park
- Adventure Club outings to Petit Jean State Park, Old Mill, Funky Java Coffee Shop, and Memphis
- Teacher Appreciation Gourmet Luncheon
- Volunteer-made appetizers for Staff Meetings (voted "most delicious" staff meeting!)
- Anti-Drug Seminar
- Parent Internet Training Class (free!)
- Internet Presentation by NLRPD Special Investigations Unit
- After school clubs

2006 WEST PULASKI BASKETBALL TOURNAMENT

LISA Academy's Junior High and 6th Grade Boys Basketball Teams won their championship matches in 2006 West Pulaski Basketball Tournament.

EXCITING FIELD TRIPS

LISA Academy believes that a well-rounded child is a happy child, and seeks to develop students' knowledge of their communities and the world around them by offering an exciting array of field trips.

- National Civil Rights Museum (Memphis)
- NASA (Texas)
- Moody Gardens (Texas)
- Funky Java Café Poetry Slam (Arkansas)
- Maritime Museum (Little Rock)
- Good Shepherd Nursing Home (Little Rock)
- MacArthur Park Museum (Little Rock)
- Petit Jean Historical Landmarks (Arkansas)
- Children's Theater (Little Rock)
- CALS Research Library (Capstone project for English)
- Good Earth Garden Center (Little Rock)
- OmniPlex Science Museum (Oklahoma)
- Cowboy Hall of Fame Museum (Oklahoma)
- Oklahoma City Memorial (Murrah Building, Oklahoma)
- International Field Trip to 3 countries
- Clinton Presidential Library (Little Rock)
- University of Arkansas at Fayetteville Tour for High School Students

Attachment # 5

AGREEMENT FOR AFFILIATION AND COOPERATION
LISA Academy
and
UALR's College of Science and Mathematics

The University of Arkansas at Little Rock's College of Science and Mathematics and the LISA Foundation, operating as LISA Academy, hereby agree as follows:

UALR's College of Science and Mathematics is a state-owned institution of higher education funded in part by the State of Arkansas. UALR's College of Science and Mathematics is part of a publicly funded institute of higher education, whose address is 2801 South University, Little Rock, Arkansas 72204.

Lisa Foundation operates LISA Academy, a tax-exempt, nonprofit organization with one publicly funded charter school in the State of Arkansas. LISA Academy promotes academic excellence with special emphasis on achievement in math, science and college preparation. LISA Academy serves students from 6th through 10th grade. LISA Academy is located at 21 Corporate Hill Dr., Little Rock, AR 72205.

UALR's College of Science and Mathematics and LISA Foundation believe that their programs may be mutually strengthened through affiliation and cooperation with each other, the terms of which are set forth herein.

The UALR's College of Science and Mathematics agrees to help organize, in conjunction with LISA Academy, professional development seminars and workshops for LISA Academy teachers, as well as to assist with science-related workshops and demonstrations for LISA Academy students.

The UALR's College of Science and Mathematics shall allow access to the volunteer faculty and staff members of departments who are signatories to the addendum and their graduate students, by those students at LISA Academy who plan to attend national or international science competitions, where the LISA Academy student seeks access to that faculty member(s) or graduate student(s) to help prepare for the national or international science competition, if they are available.

UALR's College of Science and Mathematics agrees to let the students of LISA Academy, with supervision, to use its laboratory space and equipment for science projects, which are prepared for statewide, national or international science competitions. While students enrolled in UALR's academic programs must receive priority, UALR's College of Science and Mathematics agrees to make every reasonable effort to accommodate students from LISA Academy. Students from LISA Academy and LISA Academy faculty using UALR's College of Science and Mathematics laboratories will take a safety orientation before doing any work, and will work in the laboratories with supervision from either UALR's College of Science and Mathematics faculty or graduate students. Students and faculty from LISA Academy will use appropriate safety equipment for any experiments (e.g., safety goggles, protective equipment, etc., as necessary). Experiments will be reviewed by UALR's College of Science and Mathematics faculty for safety before they are initiated.

The UALR's College of Science and Mathematics agrees to send a faculty member or graduate student to serve as a jury member at science fairs hosted or sponsored by LISA Academy.

The UALR's College of Science and Mathematics agrees to allow faculty members and graduate students to encourage LISA Academy students to pursue future careers in fields of science and mathematics by visiting with LISA Academy students and demonstrating their research on the UALR's Little Rock campus.

LISA Foundation agrees to strongly encourage its teachers and administrators to pursue graduate degrees in UALR's College of Science and Mathematics.

LISA Foundation will in good faith cooperate with UALR's College of Science and Mathematics to allow researchers at UALR's College of Science and Mathematics to observe, implement, and/or test educational hypotheses and theories at or through LISA Academy. If informed consent is required from teachers, students, and/or parents for the conduct of such investigations, LISA Foundation will use reasonable, good faith efforts to obtain it. LISA Foundation will also permit the UALR's College of Science and Mathematics' researchers to use reasonable, good faith efforts to obtain the informed consent.

UALR's College of Science and Mathematics, and the Dean of the College of Science and Mathematics, agree to work with LISA Academy to pursue grant opportunities that will mutually benefit both institutions.

This agreement is effective upon signature by representatives of each party.

This agreement may be terminated upon written notice, given no less than 60 days in advance, provided to the other party. Unless otherwise stated in writing by LISA Foundation to the UALR's College of Science and Mathematics, notices hereunder shall be addressed to LISA Foundation at 21 Corporate Hill Dr., Little Rock, AR 72205. attn: Mr. Omer Ozmeral. Unless otherwise stated in writing by the UALR's College of Science and Mathematics to LISA Foundation, notices hereunder shall be addressed to the UALR's College of Science and Mathematics at 2801 South University Little Rock, Arkansas 72204, attn: Dr. Michael Gealt.

SIGNATURES:

LISA FOUNDATION, INC.

9/11/2007
Principal (Date)

9/11/2007
Superintendent (Date)

University of Arkansas at Little Rock

Dean, College of Science & Mathematics (Date)

Vice Chancellor and Provost 4 Sept. 07 (Date)

9-5-07
Chancellor (Date)

ADDENDUM TO THE

AGREEMENT FOR AFFILIATION AND COOPERATION
Lisa Academy
And
UALR's College of Science and Mathematics

The department chairs of the UALR College of Science and Mathematics are supportive of this agreement and pledge to work with their faculty to foster the relationship between UALR's College of Science and Mathematics and LISA Academy as indicated by their signatures below:

Dr. John Bush
Biology Department Chair

Dr. Jeffrey Gaffney
Chemistry Department Chair

Dr. Jeff Connelly
Earth Sciences Department Chair

Dr. Newman McGee
Health Sciences Department Chair

Dr. Thomas C. McMillan
Mathematics & Statistics Department Chair

Dr. Ann Schlumberger
Nursing Department Chair

Dr. Tar-Pin Chen
Physics & Astronomy Department Chair

Attachment #6, page 1

October 19, 2007

Dear Mr. Ozmeral,

I am writing this email to commend LISA Academy and teachers for a job well done. My grandson enrolled in LISA the first year it opened, over three years age, when he was in the 7th grade. He is now in the 10th grade and his little sister started this year (6th grade). LISA is a school of high standards and commands students with the same sense of excellence. I do not know if classes are smaller than at other schools or if the teachers are just taking additional time with students to ensure that, they are truly learning. I do know that there is sometimes mandatory and elected tutoring. However, I do not know if this is the reason for this high achievement. I could just be the Charter School approach, although I am sure different Charter schools operate differently. Whatever it is works and I am very happy about it.

My grandson has some special needs, so of course initially we did not know if LISA was going to work for him. However, they have made it work for him and other students with special needs as well as for the high achieving students who have no special academic or emotional learning requirements. A student's self-esteem can really be torn down when they feel that they are not as smart as other students. LISA does not single those students out, nor do they call attention to these special needs in front of other students. They are helped separately even to the point of getting additional resources outside of regular class thus not singling them out. This one thing helps all students, especial those with special needs, gain confidence. This was something that we did not experience in the Little Rock School District.

LISA's student enrollment is very diverse as well as the teachers. Academics are highly stressed at LISA. Along with the high expectations for academics, students are taught respect and made accountable for their actions. Students wear uniforms and fancy dress is not a distraction to the learning process. There are clubs, which promotes a well-rounded education; but sports and club activities do not held higher than education. Emphasis on academics is put on the front burner. For example, projects, such as, science fair is introduced in the 6th grade. The process for research, documentation, testing and observations, and report generation are taught early and emulated each year. Thus, by the time these students enroll in college they can follow, with little or no modifications, this same process in generating college level reports.

I cannot say enough about how pleased with the job that is being done at LISA Academy and I want to encourage everyone to continue the good work. I especially appreciate the extra attention that is given to my grandchildren.

Sincerely,

Shirley Bell

Attachment #6, page 2

October 17, 2007

LISA Foundation
21 Corporate Hill Road
Little Rock, Arkansas 72205

Gentlemen:

As parents of a child who attends LISA Academy, we are so happy with the hard work you have done to ensure that your students are not only well educated, but also learn how to celebrate the multi-cultural environment that makes up the student body.

Nathan has attended public school from kindergarten thru sixth grade. We were faced with putting Nathan in a private school for seventh grade and were preparing to do so, when a friend mentioned how wonderful her child's school was. Needless to say, we are so grateful that Nathan "shadowed" with a student from LISA and after a family discussion, made the change. It is a change we have never regretted.

We have been amazed to see his how much his test scores have increased since coming to LISA. Your teachers are to be commended and we thank you so much for the countless hours you give to LISA students and parents.

Kindest Regards,

Rick and Margie Davis
Parent of Ninth Grader Nathan Davis

Attachment # 6, page 3

Dear Mr. Ozmeral

I consider LISA Academy to be a successful opportunity for my child. She has attended the school since it opened in 2004, and she will graduate from it in 2010.

While this school offers the basics, such as basketball, music and the arts, academic and social clubs; it also offers so much more.

Students are encouraged to perform at the height of their ability. This is accomplished through the learning environment, individual attention and tutoring, as well as class placement. This class placement enables the students to work at a pace designed to promote excellence, while eliminating boredom. The school has a program that has allowed my daughter and me to be guests at some of the teachers' homes, as well as having some of the teachers come to our home. This is set up as a benefit for parents, teachers, and students to work together to meet the needs and goals of the student. This program involves participation of all parties in order to make the most of a student's education. This exchange of ideas in an open and relaxed manner enable the LISA Academy to get better and better every year.

As for the annual science fair, which is always a shining moment for the individual students and the school as a whole, preparation is encompassed by all classes. This is not a "science" project, but rather an opportunity to show the need for Grammar, Science, Art, and a student's creativity interrelating. It allows guidance in each area, which comes together in an award-winning competition. The interrelation of the basic knowledge needed, when applied in this manner, creates an exciting feeling and a useful understanding of "the big picture" as a whole academically.

The LISA Academy has put together a well-designed and coordinated school program that allows my daughter to excel, and that allows me the luxury of knowing that I made the right decision in my daughter's education.

Thanks,
Karen Hurst
501-772-0888

Attachment #6, page 4

10/17/07

Lisa Foundation
21 Corporate Hill Drive
Little Rock AR, 72205

Dear Lisa Foundation,

I am the proud parent of a special needs child who is currently attending Lisa academy. I was told that this child would never walk or talk. However my child has overcome area of walking and talking and my next challenge was trying to get a great education base on her needs. Lisa Academy has assisted me with this challenge in providing an education to my child. My child upon arriving at Lisa academy was delayed in many areas such as reading and math and coordinating to work computers and social skills. She was very dependent on others and lack confidence due to her situations. Since being a student at Lisa academy many strives has been made improvement has been shown. The teachers have assisted me with this challenge and I am so grateful for Lisa Academy and the staff for what they are doing in the Life of my child. Thanks to all who have help with this endeavor and stepping and assisting me with this challenge.

Sincerely,

Ms. Contonnia Brown

Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 15, 2007

Dr. Valerie L. Tatum
10510 Highway I-30 (Ste 1)
Little Rock, AR 72209

Re: Notice of Appeal/State Board Meeting
Covenant Keepers College Preparatory Charter School

Dear Charter Applicant and Affected School District(s):

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Little Rock School District will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

RECEIVED
OCT 16 2007
CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts
Superintendent Gary Compton, Bentonville School District

School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
Superintendent Alvin Lievsay, Huntsville School District
School Board President Dale Phillips, Huntsville School District
Superintendent Wayne Thompson, Lee County School District
School Board President Pearlethe Collins, Lee County School District
Superintendent Frank Holman, Lincoln School District
School Board President Gary Morris, Lincoln School District
Interim Superintendent Linda Watson, Little Rock School District
School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
School Board President Michael Williams, Marvell School District
Superintendent Barry Scott, McCrory School District

School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
School Board President Trent Cox, North Little Rock School District
Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
Superintendent Don Collins, Palestine-Wheatley School District
School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
School Board President Tyrus R. Reed, Prairie Grove School District
Superintendent James Sharpe, Pulaski County Special School District
School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

1 October 2007

Arkansas State Board of Education
% Ms. Mary Ann D. Brown
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

VIA CERTIFIED MAIL

Dear Ladies and Gentlemen;

City of Fire Community Development, Inc. (CFCD) has filed an application to establish an open-enrollment charter school ("Covenant Keepers College Preparatory Charter School) within the Little Rock School District (LRSD). LRSD has now filed its objection. Please accept this letter as CFCD's written notice of appeal.

CFCD holds Dr. Watson, Interim Superintendent and the School Board in high esteem, and it's our desire to work collaboratively to improve public education for all children in Pulaski County and the State of Arkansas.

CFCD has submitted its application in strict compliance with all statutory and regulatory requirements. CK College Preparatory Charter School application sets forth an educational scheme addressing each and every purpose set forth in the legislative intent section of the Arkansas Charter Schools Act of 1999, as amended 2006, *Ark. Code Ann.* § *6-23-102.* Nonetheless, LRSD opposes the application.

The written findings of the LRSD address a primary concern that the charter school "*could potentially* adversely affect the District's academic improvement efforts and negatively impact racial imbalance." We hold that the plan of educational intervention, assessment, and ongoing research into ways to increase the academic achievement of public school students *will probably* positively affect the District's academic improvement efforts.

We are most concerned about the stubborn education achievement gap that exists between black and white students, to such an extreme degree in the LRSD.

Recently the mandatory parental notification made by LRSD correctly advised middle school students of their "right" to request a transfer into another school within the district which was not in academic distress...but had to inform parents there were no alternatives. Therein lays the need this open enrollment charter schools.

In regard to LRSD's anticipated loss of students, statistical data shows that it will be less than one half of one percent. There is no doubt that the legislature considered the potential financial consequences of the Act on the existing school districts and, ultimately, decided that this impact is outweighed by the educational needs of our children.

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CHARTER SCHOOL OFFICE

Finally, LRSD neglects to acknowledge that the Arkansas State Board of Education will oversee the charter school's operations. If CFCD breaches its charter contract, it will close and its students will return to their respective districts. The only way LRSD could be adversely affected in the long run is if the charter school is successful and the LRSD does not accelerate its academic improvement efforts and continues to fail the number of children currently being failed.

Ark. Code Ann. § 6-23-304, entitled "Requirements -- Preference for certain districts," provides as follows:

> (a) The State Board of Education may approve or deny an application based on criteria adopted by the state board, which shall include criteria relating to improving student performance and encouraging innovative programs and written findings or statements received by the board from any public school district likely to be affected by the charter school.
>
> (b) The state board shall give preference in approving an application for a charter school to be located in any public school district:
> (1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
> (2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or
> (3) Where the district has been classified by the Department of Education as showing the greatest need for school improvement under § 6-15-426.

Accordingly, the Arkansas Department of Education promulgated rule/regulation 10.03, entitled "Preference for Approval of Open-Enrollment Charters," which reads as follows:

> The state board shall give preference in approving an application for a charter school to be located in any public school district:
>
> 10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;
>
> 10.3.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann.§ 6-15-428; or
>
> 10.03.3 Where the district has been classified by the Department of Education as showing the greatest need for school improvement under Ark. Code Ann.§ 6-15-426.

The Covenant Keepers College Preparatory School students will be located in a district which meets not one, but all three of the criteria established for giving preference to an applicant.

CFCD respectfully requests that the local district's objection be held for naught; that the State Board approve the application; and for all other necessary and proper relief to which the students of Pulaski County, Arkansas, are entitled.

Respectfully submitted,

City of Fire Community Development, Inc.

By: Dr. Valerie L Tatum

Dr. Valerie Tatum, President

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

September 26, 2007

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 27, 2007 at 810 West Markham Street. At that time, the Board voted unanimously to submit a fiscal impact statement notifying the Arkansas Department of Education that the operation of the *Covenant Keepers College Preparatory Charter School* proposed by City of Fire Community Development, Inc., dba Covenant Keepers Academy for College Bound Students, could have a negative fiscal impact on the Little Rock School District and could potentially adversely affect the District's academic improvement efforts.

The LRSD programs in all middle schools offer much the same curriculum as listed in the charter application. Cloverdale Middle and Mabelvale Middle Schools are located within a few miles of the location proposed for the Covenant Keepers Charter School.

Your consideration of our position is appreciated.

Sincerely,

Katherine P. Mitchell, Ed.D.
President, Board of Directors

Linda Watson, Ed. D.
Interim Superintendent

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CHARTER SCHOOL OFFICE

June 29, 2007

Arkansas Department of Education
Charter School Office
#4 State Capitol Mall – Room 305(B)
Little Rock, AR 72201

Re: Letter of Intent to petition the State Board of Education for a charter to operate an open-enrollment charter school

To: Whom It May Concern:

It is the intent of the City of Fire Community Development Inc. to petition the State Board of Education for a charter to operate an open-enrollment charter school beginning in August 2008. The CFCD has obtained IRS 501(c)(3) tax exempt status.

The school, to be known as the Covenant Keepers College Preparatory Charter School, will serve grades 6th – 8th initially, adding grades 9-12 until it graduates its first seniors in 2012-2013. The school will be located in Little Rock particularly in the Southwest Little area which is in the 2nd Congressional District.

Our mission of Covenant Keepers College Preparatory Charter School is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins, national background, or socioeconomic level.

Contact Information:
City of Fire Community Development, Inc.
Dr. Valerie L. Tatum
10510 Hwy Interstate 30 Ste (1)
Little Rock, Arkansas 72209
501-584-6440 (cell)
501-851-6301 (home)
cal2tch@sbcglobal.net

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JUL 02 2007
CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Dr. Valerie Tatum,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Proposed School: Covenant Keepers College Preparatory Charter School

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Approved January 22, 2007

Comments: This charter is eligible for funding under the National School Lunch Program.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 4 / 10

Weakness: Minimal evidence of the results of the meeting.

Strengths: A public meeting was held and met minimum requirements.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 3 / 10

Weakness: No evidence was included to support that the applicant complied with B and D.

Strengths: Complied with A and C.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 7 / 10

Weakness: The information regarding exactly how many will be on the board and the selection process is incomplete. The organization chart is unclear. Comments are vague and/or general.

Strengths: The roles of the personnel are described. The Applicant states that "All financial leaders will have a bachelor's degree or experience in business administration, finance, accounting, or other related field."

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 5 / 10

Weakness: The mission statement makes no reference to the apparent duel track for the college preparatory program and job readiness program.

Strengths: A mission statement was included.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 5 / 10

Weakness: The information used to assess this need is dated (2003). The statement, "We will also accommodate the desire for a closer charter school in SWLR" has not been substantiated with data.

Strengths: The overall content is broad enough to meet the guidelines.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 3 / 10

Weakness: The curriculum frameworks are outdated for Mathematics, English Language Arts, Science, and Social Studies. No documentation is provided to support that the current Standards for Accreditation were used when designing the program. There is no explanation regarding how "considerable attention to professional development" is going to be implemented. The application makes no mention of the School ACSIP program and how it will be incorporated. There is no apparent organizational structure of incorporating the different delivery systems into a daily routine.

Strengths: The success of some students is possible if the appropriate use of the listed technology sources are utilized at the classroom level.

Legal Comments: Page 9, Application: "A blended approach of traditional classroom instruction, compressed video course and web-based asynchronous training will be required to meet requirements and offer students the full breadth and scope of content they deserve."

Covenant Keepers Preparatory Charter School will utilize both synchronous and asynchronous distance learning assets, media and tools to meet the mandated Standards for Accreditation of Arkansas Public Schools.

House Bill 2481 (Bill) of the 2007 Regular Session of the 86th General Assembly specifically permitted a public school district or open-enrollment charter school to offer a blended school program. The Bill, however, was not enacted into law by the General Assembly.

Additionally, Section 24 of Act 1420 of the 2007 Regular session of the 86th General Assembly requires the Department of Education to notify the State Board of Education by July 1, 2007 of the maximum number of students (up to 500) that the State Board of Education shall allow to enroll and attend any open-enrollment charter school that uses internet, long-distance or virtual technology as the primary method of teaching. The State Board of Education has already approved an open-enrollment charter for the maximum number of students permissible under this Act for the Arkansas Virtual School.

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 4 / 10

Weakness: Please clarify which summative assessments will be utilized for CRT and NRT? Additional information is needed as to which Arkansas certified teachers will administer the state mandated assessments and which district test coordinator will manage the administration of the state mandated assessments. More information is needed to describe the NWEA quarterly assessment.

Strengths: Goal statements listed are parallel to NCLB requirements. The goals are adequate for what is asked in the objective

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 4 / 10

Weakness: The descriptions of the standards are outdated for Mathematics, English/Language Arts, Science, and Social Studies. They are not aligned with the latest versions of frameworks that are posted on the ADE website. The math program that is mentioned is not on the state instructional materials list because of alignment issues to the current mathematics framework. There is no indication of alignment of activities that will be conducted with the current Arkansas standards. These instructional materials appear to be all vendor products.

Strengths: There is an awareness of student assessments needed other than required state assessments. It is not clear as to what type or other assessments will be utilized.

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 6 / 10

Weakness: It was indicated under the desegregation impact statement of drawing students from some areas of Saline County. This was not clarified.

Strengths: Indications that the focus area is a legitimate target area.

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic

performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 5 / 10

Weakness: The idea of communicating the status of various areas within the school, including attendance, academic successes, etc. has been presented, but no detailed plan of how this is to be accomplished is included. The schedule for the school board meetings is vague.

Strengths: The annual reports and meetings to parents, community, SBE is more extensive than required.

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 5 / 10

Weakness: The policy is unclear about how it will handle students that apply for admission who have been expelled from other schools. The description of how the lottery system will be conducted is missing from the plan. Details such as where, who will be available at the time of the lottery, and if it is to be an open or closed meeting were not included.

Strengths: The lottery system will be weighted to maintain the racial balance of the Little Rock school district.

Legal Comments: Page 26: The application states that the school will admit students almost exclusively through a lottery system weighted to maintain a racial balance. The statement is also made that faculty, staff, founding and currently serving trustees' children will be exempted from the lottery. Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The application will have to show that the lottery is needed to "maintain a racial balance in line with the Little Rock School District's terms."

Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306(14)(B)(ii) to only permit the following preferences:

> (ii) However, an open-enrollment public charter school may allow a preference for:
> (a)(1) Children of the founding members of the eligible entity.
> (2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
> (b) Siblings of students currently enrolled in the school.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?
Score: 6 / 10

Weakness: The CEO/Director will be responsible for "Management of Administrative, Fiscal, and Facilities Functions". Included in this responsibility is that the CEO will "develop and recommend pay-systems". Charters are required to use the APSCN network and Pentamation software, which contains the required pay-system.

The Lead Teacher will be responsible for "Management of Fiscal and Other Functions". Included in this responsibility is that the Lead Teacher will "keep programs within budget limit, maintain fiscal control, compile, maintain, and file all (...)". The minimum qualifications for this position do not provide for the expertise needed for these responsibilities. Additionally, on page 7, the Applicant stated that "All financial leaders will have a bachelor's degree or experience in business administration, finance, accounting, or other related field". Applicant should consider the professional expertise needed for effective "Management of Fiscal and Other Functions".

School Secretary will be responsible to "Maintain all school records APSCN/SIS – Jump Start Program". This statement indicates the applicant might not clearly understand the APSCN network and Pentamation software are required. If the applicant chooses to use the Jump Start Program, that will be in addition to and possibly redundant of the APSCN network and Pentamation software.

Strengths: Good descriptions are provided. Everything required is present. Applicant has placed financial responsibility at the highest level.

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 3 / 10

Weakness: The application states on page 31 that "The school director will establish and maintain a school fiscal accounting system which conforms with generally accepted accounting principals" and "The school director will prepare and design annual budget for the Board to approve". These statements indicate the applicant might not clearly understand the APSCN network and Pentamation software are required, and contain the fiscal accounting system and the budget format.

The application does not provide information about what personnel will work in the business office and what the specific responsibilities will be. The application only references that CK or the school director will be responsible for the business office. The business office should

comply with the Application (page 7) where the Applicant stated that, "All financial leaders will have a bachelor's degree or experience in business administration, finance, accounting, or other related field."

Strengths: The applicant has provided a detailed listing of accounting procedures.

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 2 / 10

Weakness: On page 32 of the application, the applicant states, "The audit will be completed by the close of each fiscal year". This statement indicates the applicant has a lack of understanding of the audit process. The audit can not be started until after the close of the fiscal year.

Also, on page 32, the applicant states "If the board declines or refuses to approve the audits report (...)". This statement indicates the applicant has a lack of understanding of the audit process. "CEO/Director duties: Obtaining and submitting financial conditions and audit statements to ADE before close of each fiscal school year". This statement indicates the applicant has a lack of understanding of the audit process.

Strengths: The applicant states the "submission of the audit shall be made according to ADE fiscal regulations and timelines".

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 5 / 10

Weakness: The application states "However, other software is being explored such as Powerschool that will interface with APSCN program to assist with reporting educational and financial data as needed". This statement indicates the applicant might not clearly understand the APSCN network and Pentamation software are required. The applicant may use other software for internal reporting. There is a lack of detail.

Strengths: The application states it will "provide, in a timely manner, all the data that is required by state law (...)".

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the

president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 1 / 10

Weakness: No evidence of lease agreement is included in application.

Strengths: - -

Legal Comments: Page 16: The applicant's response to this question fails to indicate anything about the proposed facility except the following: "The school will house 6 classrooms in one building, each with its own entry and air conditioning/heating unit. Also housed in this building will be a good service area and meeting space, and restrooms."

The address of the proposed facility is not given, nor is there a Facilities Utilization Agreement included with the application.

Any facility utilized by the applicant for the charter school will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: 9/18/07

1. Charter School: Covenant Keepers College Preparatory
2. Location: 8209 Baseline Road, Little Rock, AR
3. General Observations: Vacant Lot
4. Academic Suitability: N/A
5. ADA Accessibility: Will meet city and state codes
6. Life Safety Codes: Will meet city and state codes

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 5 / 10

Weakness: What specific guidance program will be provided? This description is vague. Where is the Dee Brown Library in relation to the school? How will the students have access to the library if no transportation is provided? There is a disparity in the plan for use of the library and what the statement from the library states in their letter. There are no transportation services. Food Services management is unclear.

Charter did not budget program revenues or expenditures for Child Nutrition Program. Facilities contain a 150 square foot kitchen area, depending on equipment and type of meal service this would barely meet the initial enrollment of 180, and would be insufficient at the capacity of 380. Excessive use of rewards is a direct violation of State Nutrition Standards. Charter non-profit food service can not contract with a third party such as the Arkansas Charter School Resource Center for compliance of Federal Child Nutrition Regulations as the Charter is the responsible entity. Applicant does not clarify intent to participate in the National School Lunch Program.

Strengths: All of the above were addressed in the plan. The school will be located in the Little Rock area, ample staff and vendors are available.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 7 / 10

Weakness: Clarification is needed regarding what parents will be doing as volunteers (100 hrs. required).

Strengths: Once clarified the parental volunteer hours could be considered a positive.

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments:

a. Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Standards for Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, require that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to criminal background checks.

b. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk).

- This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

c. Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 (concerning approval of building plans and standards for school construction).

- The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

d. Waiver from Section 9.03.3.9 of the Rules Governing Standards for Accreditation – "Curriculum Grades 5-8: Career and Technical Education."

- Such a waiver cannot be granted to the extent it affects public school accountability. See Ark. Code Ann. § 6-23-401(b).

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

- Objective 12 provided job descriptions and key personnel. This list included a School Secretary and Teacher Assistant that were not included in the budget.

- The budget indicates the following positions will be filled under a professional services contract (not a school employee): Health Services, Fiscal Services, and Maintenance and Operations (which includes utility expenditures).

- The budget includes salaries for the following: Food Service (.5 FTE), and Data Processing (1 FTE).

- The food service position does not have any fringe benefit expenditure included.

- Fringe Benefits, as a percentage of salary, range from 34% to 47%. The applicant should determine the actual fringe benefits and budget accordingly.

- The budget includes a major expenditure for Technology & Tutoring.

- Revenues are $1,238,600. Expenditures are $1,192,355. Revenues exceed expenditures by $46,245.

- Revenues used $5,770 in per student Foundation Funding. 2008 – 2009 Foundation Funding per ADM is $5,789 plus $87 in (total) Enhanced Funding for a total of $5,876. This could understate revenues by $19,080.

- Revenues include $200,000 in Grants. The source of these Grants are not identified.

- Revenues are based on the school enrolling the maximum number of students, 180.

- Attached to the application you will find a calendar, daily schedule, salary schedule, evidence of status as eligible entity, and signed Statement of Assurances form.

- A copy of the lease agreement is not included in the application.

FedEx. US Airbill
Express

FedEx Tracking Number 8619 8276 8791

Sender's Copy

1 From *Please print and press hard.*

Date 10/3/07 Sender's FedEx Account Number 3332-3106-9

Sender's Name CHARTER SCHOOL OFFICE Phone (501) 683-5300

Company ARKANSAS DEPT OF ED

Address 4 CAPITOL MALL RM 305B

Dept/Floor/Suite/Room

City LITTLE ROCK State AR ZIP 72201

2 Your Internal Billing Reference
First 24 characters will appear on invoice.

OPTIONAL

3 To

Recipient's Name Dr. Valerie Tatum Phone (501) 5846440

Company Covenant Keepers College Preparatory

Recipient's Address 10510 Hwy Interstate 30 Ste 1
We cannot deliver to P.O. boxes or P.O. ZIP codes.

Dept/Floor/Suite/Room

Address
To request a package be held at a specific FedEx location, print FedEx address here.

City Little Rock State AR ZIP 72209

0359521548

4a Express Package Service — *Packages up to 150 lbs.*

- [X] FedEx Priority Overnight — Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Standard Overnight — Next business afternoon.* Saturday Delivery NOT available.
- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

FedEx Envelope rate not available. Minimum charge: One-pound rate. * To most locations.

4b Express Freight Service — *Packages over 150 lbs.*

- [ ] FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation: ** To most locations.

5 Packaging

- [X] FedEx Envelope*
- [ ] FedEx Pak* — Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak.
- [ ] FedEx Box
- [ ] FedEx Tube
- [ ] Other

* Declared value limit $500.

6 Special Handling — Include FedEx address in Section 3.

- [ ] SATURDAY Delivery NOT Available for FedEx Standard Overnight, FedEx First Overnight, FedEx Express Saver, or FedEx 3Day Freight.
- [ ] HOLD Weekday at FedEx Location NOT Available for FedEx First Overnight.
- [ ] HOLD Saturday at FedEx Location Available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.

Does this shipment contain dangerous goods? One box must be checked.

- [X] No
- [ ] Yes — As per attached Shipper's Declaration.
- [ ] Yes — Shipper's Declaration not required.
- [ ] Dry Ice — Dry Ice, 9, UN 1845 ____ x ____ kg

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging.

- [ ] Cargo Aircraft Only

7 Payment *Bill to:* Enter FedEx Acct. No. or Credit Card No. below.

- [X] Sender — Acct. No. in Section 1 will be billed.
- [ ] Recipient
- [ ] Third Party
- [ ] Credit Card
- [ ] Cash/Check

FedEx Acct. No. / Credit Card No. Exp. Date

Total Packages	Total Weight	Total Declared Value†
		$ .00

†Our liability is limited to $100 unless you declare a higher value. See back for details. By using this Airbill you agree to the service conditions on the back of this Airbill and in the current FedEx Service Guide, including terms that limit our liability.

8 Residential Delivery Signature Options If you require a signature, check Direct or Indirect.

- [ ] No Signature Required — Package may be left without obtaining a signature for delivery.
- [X] Direct Signature — Someone at recipient's address may sign for delivery. *Fee applies.*
- [ ] Indirect Signature — If no one is available at recipient's address, someone at a neighboring address may sign for delivery. *Fee applies.*

519

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PULL AND RETAIN THIS COPY BEFORE AFFIXING TO THE PACKAGE. NO POUCH NEEDED.

FedEx Express
Customer Support Trace
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Module H, 4th Floor
Memphis, TN 38116

U.S. Mail: PO Box 727
Memphis, TN 38194-4643

Telephone: 901-369-3600

October 16,2007

Dear Customer:

The following is the proof of delivery you requested with the tracking number **861982768791**.

Delivery Information:

Status:	Delivered	**Delivery location:**	LITTLE ROCK, AR
Signed for by:	V. TATUM	**Delivery date:**	Oct 5, 2007 08:00
Service type:	Priority Envelope		

Shipping Information:

Tracking number:	861982768791	**Ship date:**	Oct 3, 2007

Recipient:
US

Shipper:
US

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FedEx Worldwide Customer Service
1.800.GoFedEx 1.800.463.3339

To: Dr. Mary Ann Brown
ADE Charter School Office
#4 Capitol Mall, Room 404-A
Little Rock, Arkansas 72201

From: Dr. Valerie L. Tatum, Founder
Covenant Keepers College Preparatory Charter School
10510 Hwy I-30 Suite 1
Little Rock, Arkansas 72209

Re: Facility Change

Please accept this letter as a facilities change request and my permission to allow the ADE Facilities Unit Department to inspect and conduct a site visit report for the State Board of Education. The new location for the open enrollment charter school is 7006 Geyer Springs Road. The owner of the property Mr. George Hayes has cleared the vacant lot and has filed for rezoning for commercial use.

If you have further questions or concerns, please see call 501-584-6440 or email cal2tch@sbcglobal.net

RECEIVED
OCT 22 2007
CHARTER SCHOOL OFFICE

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OCT 2 2 2007
CHARTER SCHOOL OFFICE

Covenant Keepers Academy for College Bound Students Response to ADE's Open-Enrollment Charter School Application Evaluation

OBJECTIVE 1

See supporting material attached to this addendum (copy of PowerPoint & postal receipts).

Please see attached form with signatures that demonstrates proof public hearing was held to support questions, concerns and comments from parent forum.

OBJECTIVE 2

Yes, I concur that "A" was not followed according to ADE's Open Enrollment Charter Application, however, please see attached letter and postal receipts to support announcement of public hearing was sent to board members and superintendents of local districts.

OBJECTIVE 3

CK have seven board members. The board members appointed have an array of expertise/degrees in areas that would benefit our charter school the most. The school has and accountant, educational specialist, two with business administration degrees and parents with fundraising background.

OBJECTIVE 4

The mission of CK is to continuously cultivate educational excellence in the community by providing a rigorous college preparatory program to all of our students. Each program (Job Readiness and College Preparatory) will better prepare students for the world of employment. The application clearly points out that collaboration, planning, and training among cross grade-level teachers and daily small student/teacher study groups (before and after school) will be established to monitor student success.

OBJECTIVE 5

The application demonstrates the need of the charter school in SWLR. It provides current demographic information and the school data that is pertinent to Southwest LR.

Since last year both middle schools in the SWLR areas are using the AC design (America's Choice School Design). The application mentions elementary schools on the same AC design that would possibly be feeder schools in the near future. Both middle schools show 78% - 86% at Basic or Below Basic in Literacy and Mathematics.

ACTAAP 2007

Name	Below Basic	Basic	Proficient	Advanced
Cloverdale 6th (Math)	44%	32%	18%	6%
Cloverdale 6th (Literacy)	30%	42%	23%	6%
Cloverdale 7th (Math)	69%	16%	13%	2%
Cloverdale 7th (Literacy)	17%	60%	22%	1%
Cloverdale 8th (Math)	74%	14%	11%	2%
Cloverdale 8th (Literacy)	26%	41%	27%	6%

ITBS (NPR) 2007

Grades	Reading Comprehension	Math Concepts and Estimation	Math Problem Solving and Data Interpretation
6th	24	24	28
7th	33	36	42
8th	24	34	34

OBJECTIVE 6

The Frameworks/curriculum/and course content standards will be followed and exceed. The charter school will also focus on comprehensive, computer, health and physical education that will be aligned to exceed the Arkansas Curriculum Frameworks. (i.e. The frameworks require that students master Algebra I & II skills (9-12), however students at CK will have the opportunity to master Algebra I & II before the 9th grade. Other algebraic properties will be taught to adequately prepare students for Geometry and Algebra II. Please note that appropriate technology (Navigator System, NSPIRE and TI-84 Silver Editions) will be utilized regularly during classroom instruction to monitor student success and assessments.

The School's ACSIP program will focus on technology, literacy and mathematics and the internal monitoring of the plan will begin at the classroom level. The principals and teachers will monitor and evaluate the plan through daily and weekly planning meetings.

The principal will lead the team's analysis of summative data reports. The instructional chairpersons for literacy and math will continually engage the faculty in the entire improvement process.

The blending of traditional classroom instruction with interactive compress video web...will be aligned with curriculum frameworks. We will ensure that students are monitored and receiving the necessary interactions with a teacher to provide physical contact. We are aware the SBE has approved an open enrollment Virtual School and our intent is not to replace the classroom teacher, however we want to provide other mediums of learning (through technology) to support student achievement.

OBJECTIVE 7

Students will be taking formative and summative assessments to continually and periodically assess skill acquisitions. Students will take the SAT-10 assessment upon entering fall 2008. The NWEA (Northwest Evaluation Assessment) will provide 4-5 assessment throughout the year to assist with monitoring student growth. The NWEA also tracks a path for learning and areas of deficiencies. Several End-of-Course exams will be given at the middle level (i.e. Algebra I). The CRT and NRT "ACTAAP" will be given to remain consistent with Arkansas' accountability program form meeting NCLB federal mandates. The NRT – ITBS (Iowa Test of Basic Skills) and other norm-referenced that is approved by the State Board of Education, at 6-8 grades.

Upon becoming a high school, End-of-Course exams will be given in Geometry. Literacy Exam (Grade 11) ACT and SAT, AP, PSAT and SAT-10

OBJECTIVE 8

The Core Knowledge Curriculum and other programs chosen for the school have been aligned with the Standards. The responsibility for aligning the curriculum is placed on the teachers and administrations. The aligning process is powerful when continuously aligned and teachers become sensitive to the needs of students and their prior experiences. The result of the collaboration between teachers, administrators and stakeholder groups will be recognized as an integral part of daily operation.

Core Knowledge Curriculum is based on the Arkansas Curriculum Frameworks and Standards. Northwest Evaluation Association assessments are aligned with the Frameworks. PLATO will provide instructional materials guided by assessments aligned to the Arkansas Frameworks. The grading system also emulates the State's grading scale. In addition, attendance days required will exceed the State requirements by 10 days (188).

OBJECTIVE 9

The Southwest Little Rock area has a population of more than 36,847. The percentage of graduates in SWLR with bachelor's degrees is 2%, master's degrees is .5% and Census Tract 2000 did not show a significantly amount to report for advanced degrees.

To clarify statement "a small portion from Saline county." The Southwest LR area is close to the Saline County Line. Parents that commute to LR for work may possibly choose our school to support their child's educational well being.

OBJECTIVE 10

The director will communicate the status of various areas within the school through APSCN/PowerSchool for attendance, academic success through test data, report cards, daily monitoring ACSIP plan, etc. The scheduled board meetings will be monthly, upon approval meeting times and dates will be revisited.

OBJECTIVE 11

The charter school will be willing to show that the lottery is needed to maintain a racial balance in line with LRSD's terms. The school will follow age and discrimination policies of Arkansas law. The application lists calendar and recruitment of student and procedures that will be followed.

OBJECTIVE 12

The CEO/Director will be solely responsible for the financial well being of the school. The Lead Teacher will plan programs within the budget given and will file information with the business office to maintain fiscal control and compiling adequate records for budget control. Please note that all financial leaders will have a **bachelor's degree or experience in business administration, finance, accounting or other related fields**. This is key to our success as a charter school.

The school secretary will be adequately trained on all programs required for the success of the school.

OBJECTIVE 13

The APSCN program will be used to meet all necessary reporting requirements. The applicant is aware that APSCN provides documentation about fiscal accounting system and budget format needing for reporting. My role is to provide that documentation to our board members…"prepare" in my mind is to "gathering" for reporting purposes.

There will be a monthly written and oral account given to the board concerning the budget and an annual report given by June 30.

Director will approve purchase orders and director and bookkeeper will sign checks.

CKA will create a database using Microsoft Access software of our inventory and the secretary will be responsible for updating it as needed. Quarterly CKA will inventory all of its assets. CKA will also label all new equipment with proper identification tags.

Quarterly, department chairs, PTA President and directors will review the budget. At this time, these individuals will make requests for needed materials and all parties will work together to look at the greatest needs and to reach a consensus and make budget adjustments and/recommendations as needed.

Bookkeeper/Secretary

Qualifications:

*Bachelor's Degree

*Minimum of 4 years of successful clerical experience

*Minimum of 4 years of successful bookkeeping experience

*Proficient in the use of microcomputers to include spreadsheet, database and word processing applications.

*Know of office procedures and equipment

*Ability to communicate effectively by oral and written means

Performance Responsibilities:

- Maintain knowledge of the school's budgeting process and bookkeeping procedures
- Type all purchases orders in accordance with approved budget requests and approved requisitions, check in all supplies and equipment per the purchase order; review invoices for payment and attach the copy of the appropriate purchase order; and file all other purchased order copies appropriately
- Keep permanent records accurate and up-to-date
- Maintain an inventory of central supply items

- Receive incoming mail daily, distribute to staff and handle interruptions while dealing with others in the office or on the telephone
- Handle and account for all monies which are at his/her level of responsibility
- Act as back-up secretary to the Board by recording, publishing and maintaining all Board meeting minutes as prescribed by law and as required by the Board.
- Post notices of all meetings, hearings, or other functions of the Board and maintain a record of those posting
- Ensure that the school complies with all financial and other reporting requirements as regulated by the State and federal agencies.
- Perform other payroll record keeping as assigned
- Assist with various employee benefit plans as needed

OBJECTIVE 14

Audits will occur and will comply with 12.03 Rules and Regulations Governing Charter Schools. They will be conducted at the close of each school year and reported in a timely manner to ADE. Please note an audit committee will contract and independent accounting firm.

OBJECTIVE 15

The charter school will utilized the APSCN networking system as well as PowerSchool that interface with the networking system. Please note that all documents will be reported in a timely manner as required by state law.

OBJECTIVE 16

A vacant lot has been secured. Evidence will be presented at the hearing. There is no relationship between the owner, founder, board members, sponsoring entity, and employees of the school filing for the open enrollment charter school. We have notified Dr. Mary Ann Brown, in care of Mr. Terry Granderson, in order to follow protocols for a site visit. The location for the school is 7006 Geyer Springs Road, Little Rock, Arkansas 72209. The school will meet all state and federal guidelines in regards to academic suitability, ADA accessibility, life safety codes and any other mandated requirements.

OBJECTIVE 17

The guidance program will replicate that of surrounding districts to ensure student needs are being met. The Dee Brown Library is approximately 2 miles from the school. Books will be checked out as needed "Books on Wheels" and returned by classroom teachers. The Librarian is willing to come to the charter school to assist with accommodating needs as well. Library cards be supplied for all students and parents. They will be asked to utilize the library as a part of their 100 hours of volunteer time.

Parents will be encouraged to purchase books and CK will solicit support from local libraries for extended loan periods. CK will also seek other foundations for support of book drives. Local bookstores will be asked for donations to help start a classroom library.

Each classroom will be outfitted with a classroom library of books.

Teachers will be responsible for aligning books to the literacy curriculum

Cafeteria areas will contact about 100 units which of space. Note! Grade 6 will eat alone, while 7th and 8th will eat together. Occupancy and spacing should be ample for students, but ample space will always be considered. The cafeteria will also have a refrigerator and microwave for students who choose not to eat school lunch. (Please see attached floor plans for more detail information) MSpace and Ramtech buildings are being considered for the school site.

The charter school will participate in the NSLP. We will provide students with $2.50 a day for the Child Nutrition Program. CK will solely responsible for meeting all Federal Child Nutrition Regulations. Again, ample spacing will be provided to accompany cafeteria usage daily.

OJBECTIVE 18

Parents will volunteer in many ways-PTAS, tutoring (background check conducted), after school activities such as chili suppers, extracurricular activities, Saturday L.I.F.T. (Let Individuals Find Time), classroom read alouds or storytelling, etc. . If parents can't volunteer at school or in the community they can make these volunteer hours up by reading to their kids at home.

OBJECTIVE 19

The charter school will adhere to the laws and Standards for Accreditation Rules when hiring teachers who may be Non-Traditional Licensed, students will take the ACTAAP standardized assessment according to procedures established by ADE, teachers, school

personnel and volunteers working directly with students will submit to criminal background checks.

OBJECTIVE 20

The secretary has been included on the "Budget Worksheet" Line item 113. A Teacher Assistant/Paraprofessional is being considered depending on the need of the students.

The food service individual will work part-time and the data clerk has been noted as the secretary.

Fringe Benefits and payroll taxes reflect total revenues and does not exceed total expenditures for the school term.

The $200,000 grant is start-up money from the Walton Family Foundation.

A copy of the lease agreement and budget will be disclosed during State Board Hearing.

Documentation Showing Receipt of Public Hearing Notices sent to Local School Districts (LRSD, PCSSD, NLRSD)

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

PCSSD
Dr. James Sharpe, Supt.
P.O. Box 8601
LR, AR 72216

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 3450 0001 4241 9062

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

NLRSD
Marty Moore
4417 Central
N.L.R. AR 72118

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Charles Harris ☐ Agent ☐ Addres

B. Received by (Printed Name) Charles Harris | C. Date of Deli

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

JUL 30 2007

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchan
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7C

PS Form

595-02-M

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

LRSD
Baker Kurrus
10816 Crestdale Lane
LR, AR 72212

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agen ☐ Addr

B. Received by (Printed Name) | C. Date of De

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merch
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 3450 0001 4241 9017

PS Form 3811, February 2004 Domestic Return Receipt 102595-02

Fax

To: Valerie Tatum From: Rollin

Fax: 447-2801 Pages: 1+1

Phone: Date: 10/22/07

Re: CC:

☐ Urgent ☒ For Review ☐ Please Comment ☐ Please Reply ☐ Please Recycle

Call me! Rollin

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OPEN-ENROLLMENT CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Owner: George B. Hays

Prospective Purchaser: Dr. Valerie L. Tatum

Describe the present use of the facility and use for prior three (3) years: Lot is vacant

Premises: 7000 Geyer Springs Road

1.2 acres (approx. 170' X 306')

Terms of Contract: Specific terms to be negotiated but generally it will be a purchase for the sum of $79,000, with $10,000 down which is non-refundable, but which can be credited towards the purchase price and $1,500 per month rent which will not be credited against the purchase price. It is mandatory that the closing for the purchase must occur prior to November 5, 2008.

Contingency: The terms of this agreement are contingent upon Dr. Valerie L. Tatum or an entity created by her receiving a charter to operate an open-enrollment charter school from the State Board of Education, and on the successful negotiation between the parties of the balance of the terms of the contract including the personal guarantees for the balance of the purchase price by people acceptable to George A. Hays.
[redacted].

Prospect: Dr. Valerie Tatum
By _____
Date 10-19-07

Owner: George B. Hays
By George A. Hays
Date 10-19-07

Charter School Application
Budget Worksheet

Directions: Fill in the budget expenses under the "Amount" heading. The "Total" column will calculate automatically.

Line#	Revenues	Amount	Total
1	Estimated State Charter School Aid:		
2	No. of Student (180) x 5,770.00		
3	Total State Charter School Aid	$1,038,600.00	$1,038,600.00
4			
5	Other Sources of Revenues:		
6	Contributions		
7	Grants	$200,000.00	
8	Gifts		
9	Other *(NSLP)*	$84,600.00	
10	Total Other Sources of Revenues		$284,600.00
11			
12	**TOTAL REVENUES**		$1,323,200.00
13			
14	**Expenditures**	**Amount**	**Total**
15			
16	Administration:		
17	Salaries: *(No. of Positions 1.5)*	$121,666.50	
18	Fringe Benefits	$34,066.62	
19	Purchased Services		
20	Supplies and Materials	$2,500.00	
21	Equipment		
22	Other *(Payroll)*	$9,124.99	$167,358.11
23			
24	Regular Classroom Instruction:		
25	Salaries: (No. of Positions 9.5)	$397,177.50	
26	Fringe Benefits	$111,209.70	
27	Purchased Services	$25,772.00	
28	Supplies and Materials	$80,000.00	
29	Equipment		
30	Other *(Payroll)*	$29,788.31	$643,947.51
31			
32	Special Education:		
33	Salaries: *(No. of Positions 1)*	$38,000.00	
34	Fringe Benefits	$10,640.00	
35	Purchased Services		
36	Supplies and Materials	$2,500.00	
37	Equipment		
38	Other *(Payroll)*	$2,850.00	$53,990.00

39			
40	Gifted and Talented Program:		
41	Salaries: *(No. of Positions___)*		
42	Fringe Benefits		
43	Purchased Services		
44	Supplies and Materials		
45	Equipment		
46	Other *(Describe)*		$0.00
47			
48	Alternative Education Program:		
49	Salaries: *(No. of Positions___)*		
50	Fringe Benefits		
51	Purchased Services		
52	Supplies and Materials		
53	Equipment		
54	Other *(Describe)*		$0.00
55			
56	Guidance Services:		
57	Salaries: *(No. of Positions 1)*	$40,000.00	
58	Fringe Benefits	$11,200.00	
59	Purchased Services		
60	Supplies and Materials	$2,500.00	
61	Equipment		
62	Other *(Payroll)*	$3,000.00	$56,700.00
63			
64	Health Services:		
65	Salaries: *(No. of Positions .5)*		
66	Fringe Benefits		
67	Purchased Services	$35,720.00	
68	Supplies and Materials	$2,500.00	
69	Equipment	$2,500.00	
70	Other *(Describe)*		$40,720.00
71			
72	Media Services:		
73	Salaries: *(No. of Positions___)*		
74	Fringe Benefits		
75	Purchased Services		
76	Supplies and Materials		
77	Equipment		
78	Other *(Describe)*		$0.00
79			
80	Fiscal Services:		
81	Salaries: *(No. of Positions___)*		
82	Fringe Benefits		
83	Purchased Services	$8,000.00	
84	Supplies and Materials		
85	Equipment		
86	Other *(Describe)*		

87			
88	Maintenance and Operation:		
89	Salaries: *(No. of Positions___)*		
90	Fringe Benefits		
91	Purchased Services		
92	(include utilities)	$29,000.00	
93	Supplies and Materials	$15,000.00	
94	Equipment		
95	Other *(Describe)*		$44,000.00
96			
97	Pupil Transportation:		
98	Salaries: *(No. of Positions___)*		
99	Fringe Benefits		
100	Purchased Services		
101	Supplies and Materials		
102	Equipment		
103	Other *(Describe)*		$0.00
104			
105	Food Services:		
106	Salaries: *(No. of Positions .5)*	$14,000.00	
107	Fringe Benefits		
108	Purchased Services	$84,600.00	
109	Supplies and Materials	$2,500.00	
110	Equipment		
111	Other *(Payroll)*	$1,050.00	$102,150.00
112			
113	Data Processing:		
114	Salaries: *(No. of Positions 1)*	$25,000.00	
115	Fringe Benefits	$7,000.00	
116	Purchased Services		
117	Supplies and Materials		
118	Equipment		
119	Other *(Payroll)*	$1,875.00	$33,875.00
120			
121	Substitute Personnel:		
122	Salaries: *(No. of Positions___)*	$11,660.00	
123	Fringe Benefits		$11,660.00
124			
125	Debt Expenditures:		$0.00
126	Other Expenditures:		
127	*(Technology & Tutoring)*	$104,393.00	$104,393.00
128			
129	**TOTAL EXPENDITURES**		$1,258,793.62

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Property Listing

Land

Geyer Springs Area

Develop here!

7000 Block of Geyer Springs
Little Rock AR 72209
County: **Pulaski**

Map it:

Price: **$79,000**

Zoning: **R-2 (zone to C-3 or I -2)**
Lot Size: **170' x 306'**
Acreage: **1.2**
Taxes: **$300/Yr.**
Utilities: **All**

Commercial Real Estate

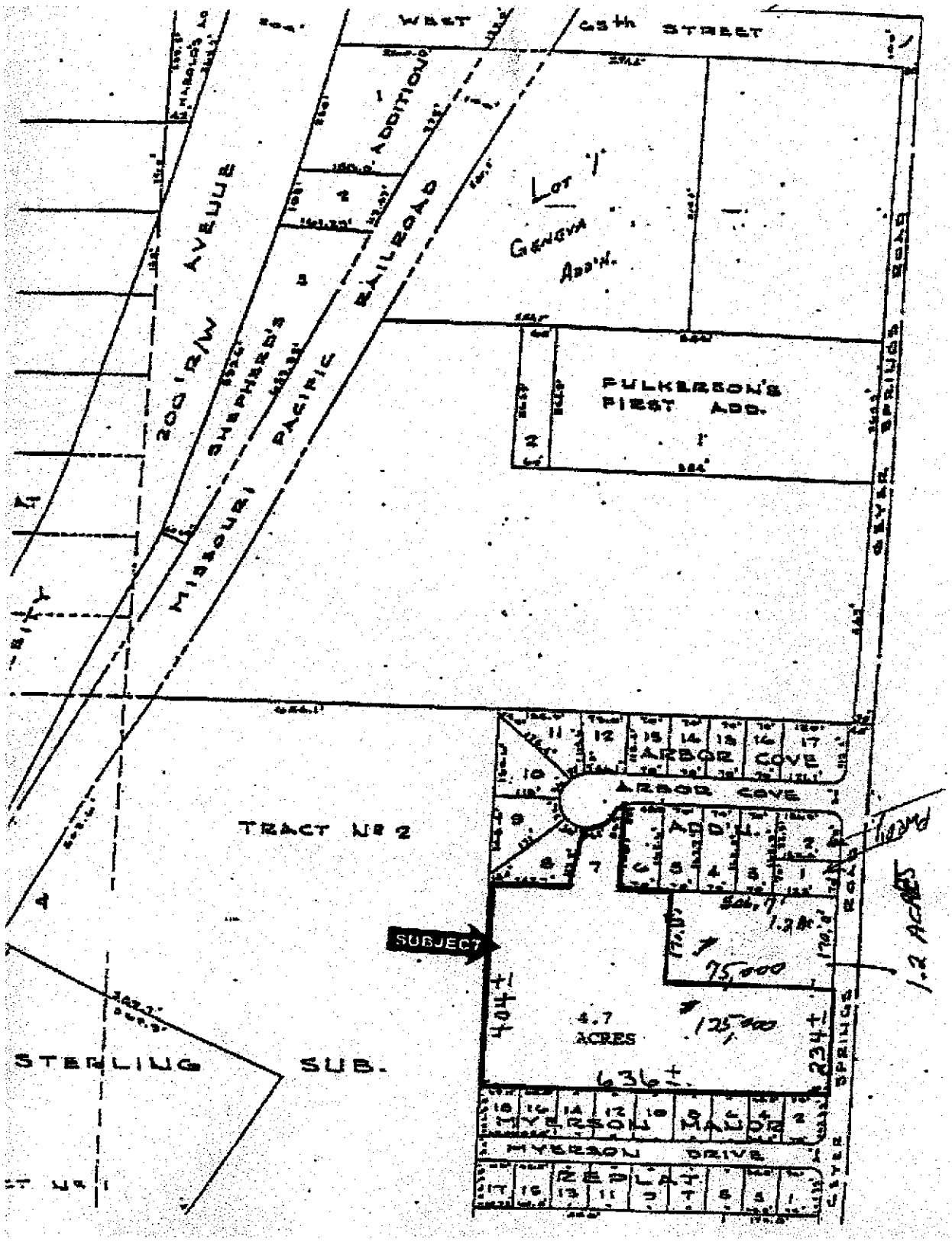
Description Of Property:
Can be bought with adjacent 4.71 acres.

- Property Drawing

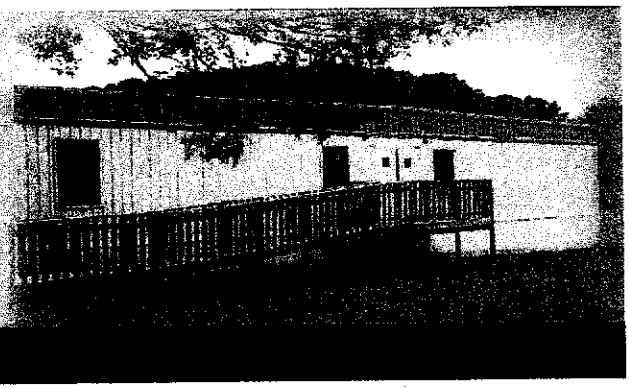
Click here to print property information sheet

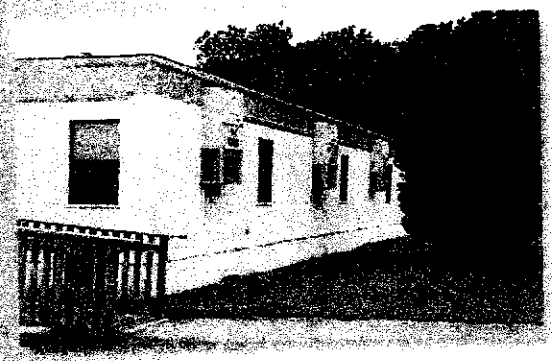
Rollin Caristianos, CCIM, SIOR, RECS
© 2000 Caristianos Commercial Real Estate, Inc.
(501)-367-0020 Fax: (501) 367-0021

Disclaimer: All information contained herein has been obtained from sources we believe to be accurate and reliable. However, no warranty or guarantee is made as to the accuracy and reliability of the information.


WEST
63rd STREET
ADDITION
Lot 1
GENEVA
ADD'N.
200' R/W AVENUE
SHEPHERD'S
MISSOURI PACIFIC RAILROAD
FULKERSON'S
FIRST ADD.
GEYER SPRINGS ROAD
ARBOR COVE
TRACT NO 2
SUBJECT
404+/-
4.7
ACRES
636+/-
234+/-
1.2 ACRES
75,000
125,000
HYERSON DRIVE
STERLING SUB.

M|SPACE





Modular Classroom Building #CR00024

Building Details:

- Building Size: 168' x 70' (14-12' x 70' Units)
- Square Footage: 11,760
- Classification: Classroom Building
- Roof Load: 30 PSF
- Wind Load: 130 MPH
- Floor Load: 50 PSF
- Electrical: Single-Phase

Exterior Details:

- Siding Material: Metal
- Roofing Material: EPDM Rubber
- Frame: Outrigger
- Windows: 20
- Doors: 18
- Exterior Lighting: 2

Interior Details:

- Wall Finish: Vinyl Wrapped Gypsum
- Floor Finish: Carpet
- Lighting: 161
- Restrooms: 2 Boys and Girls Stalls
- Handicap Accessible: Yes

Contact:

Toll free: 1.877.677.2231; Phone: 212.332.4560
Fax: 1.212.332.4570
Email: sales@mspaceholdings.com

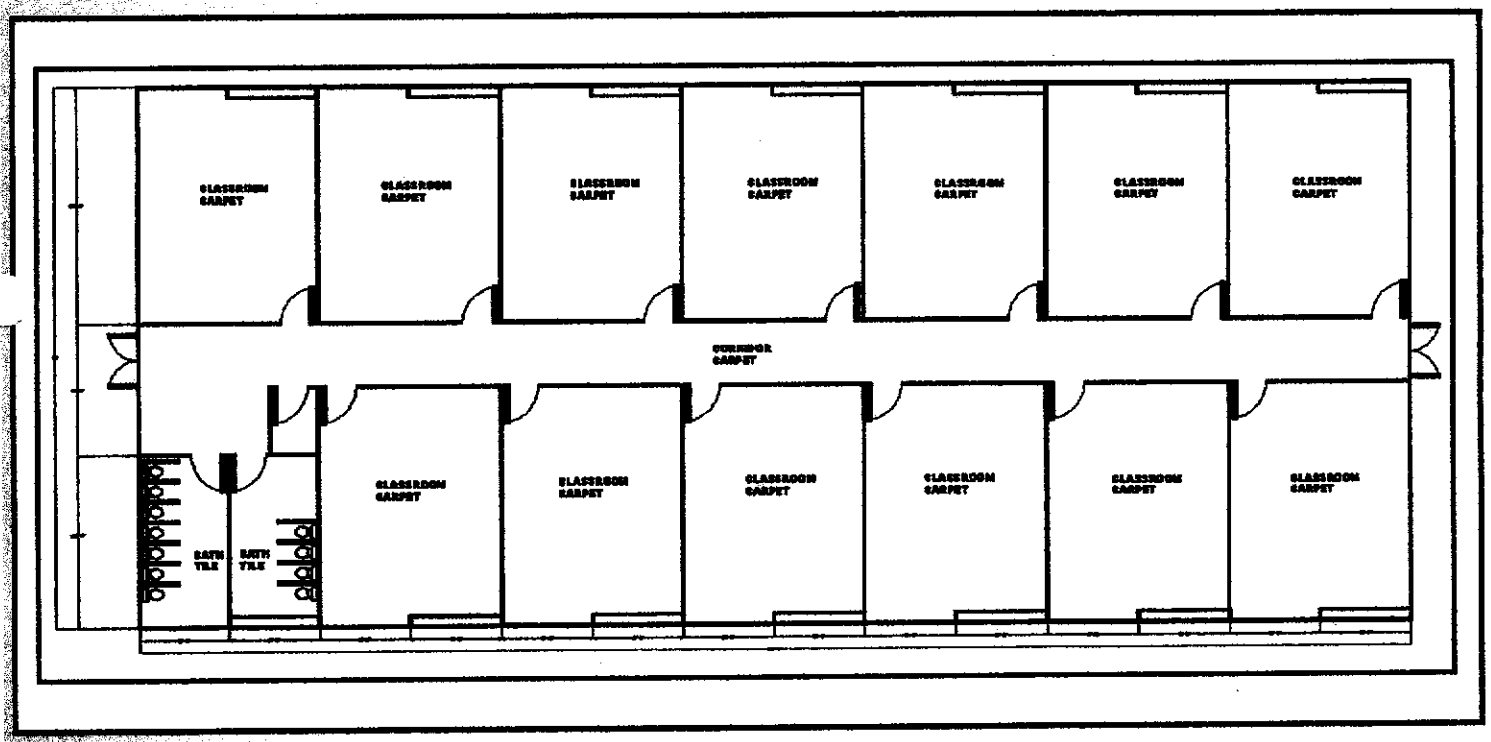
M|SPACE

Modular Classroom Building #CR00024

FLOOR PLAN

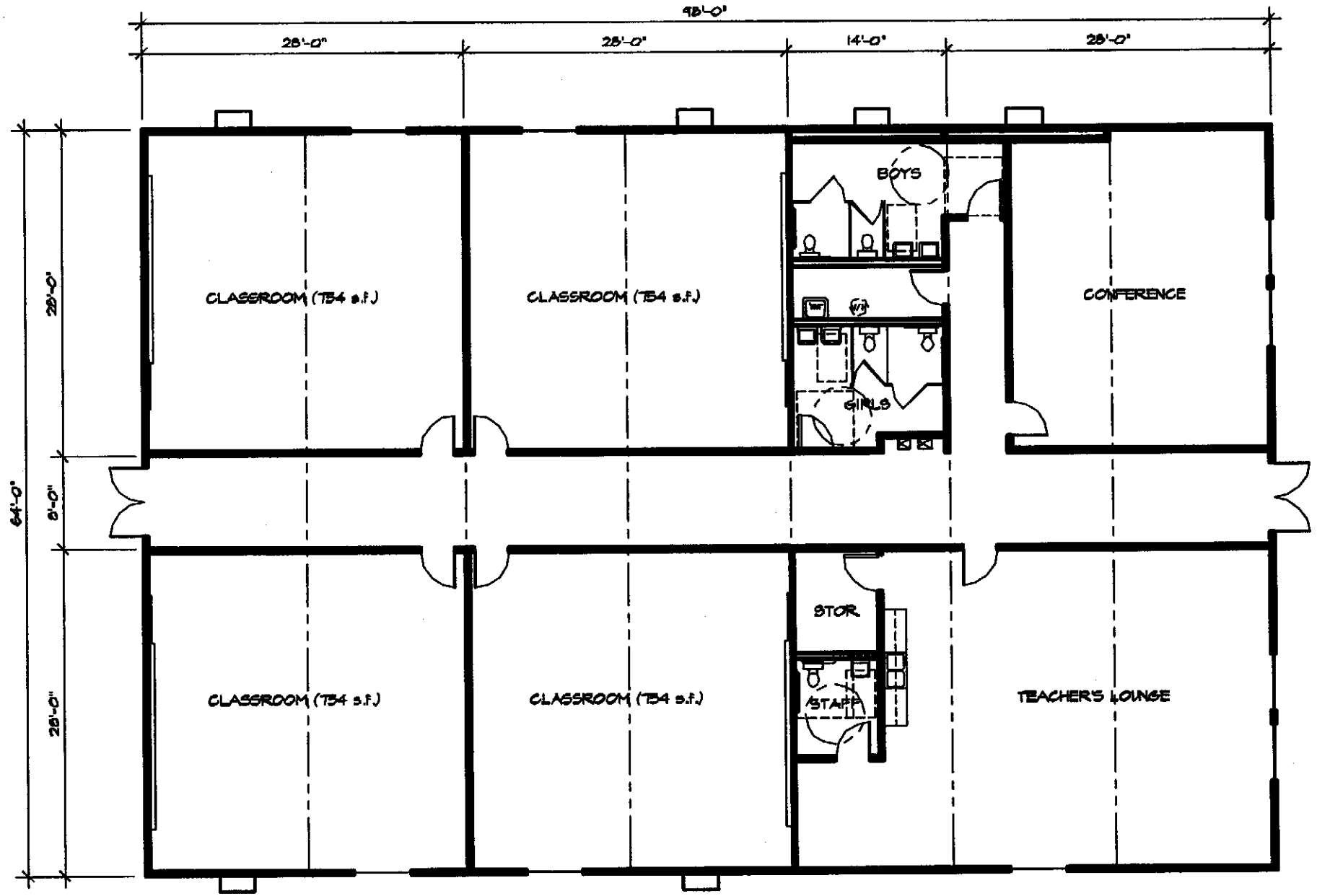
Building Size: 168' x 70'

Total Square Footage: 11,760



THE M SPACE PROMISE

You'll receive more industry expertise, more personal attention, and more financing options from M Space than from any other modular space company.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CONFERENCE
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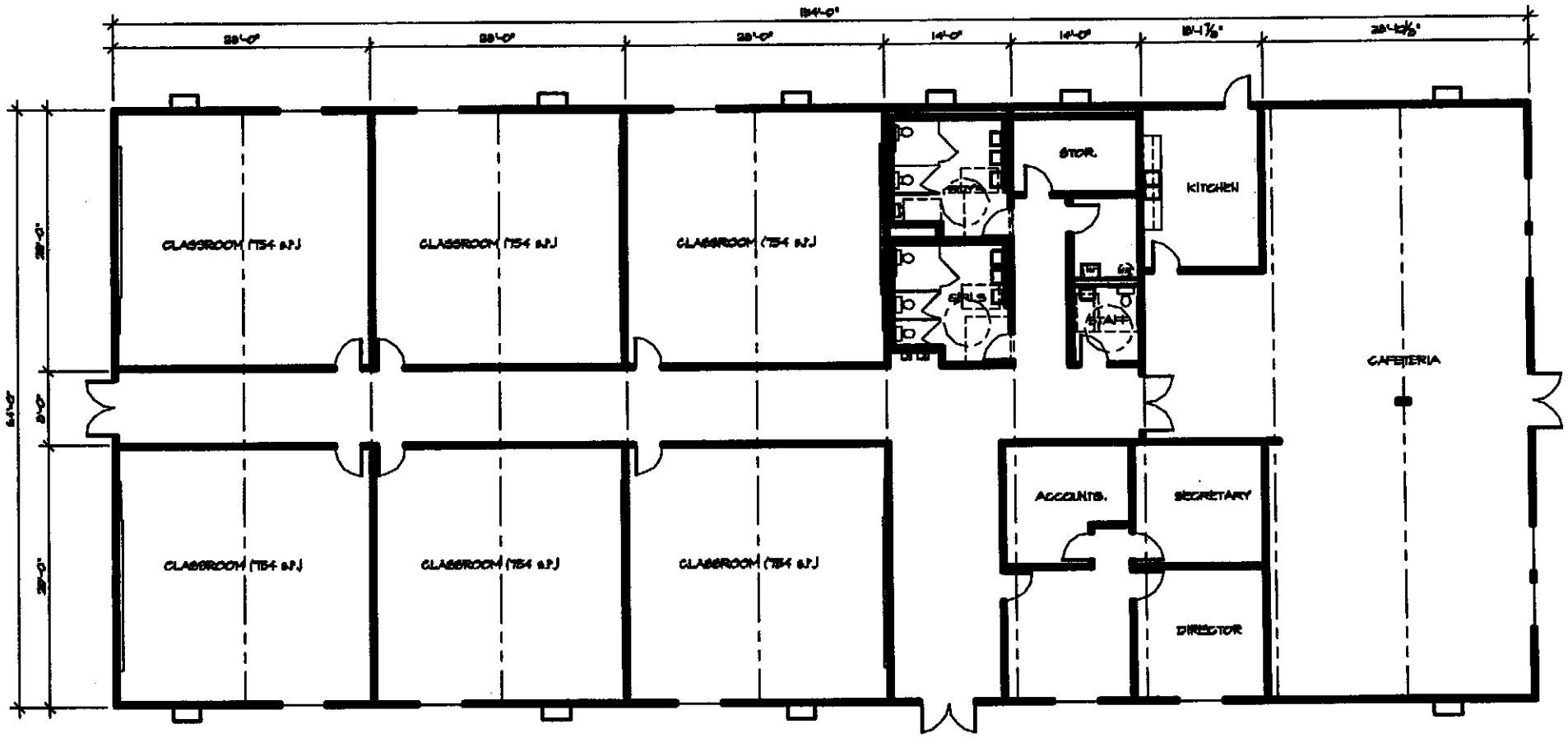
CLASSROOM (754 s.f.)
STOR.
STAFF
TEACHER'S LOUNGE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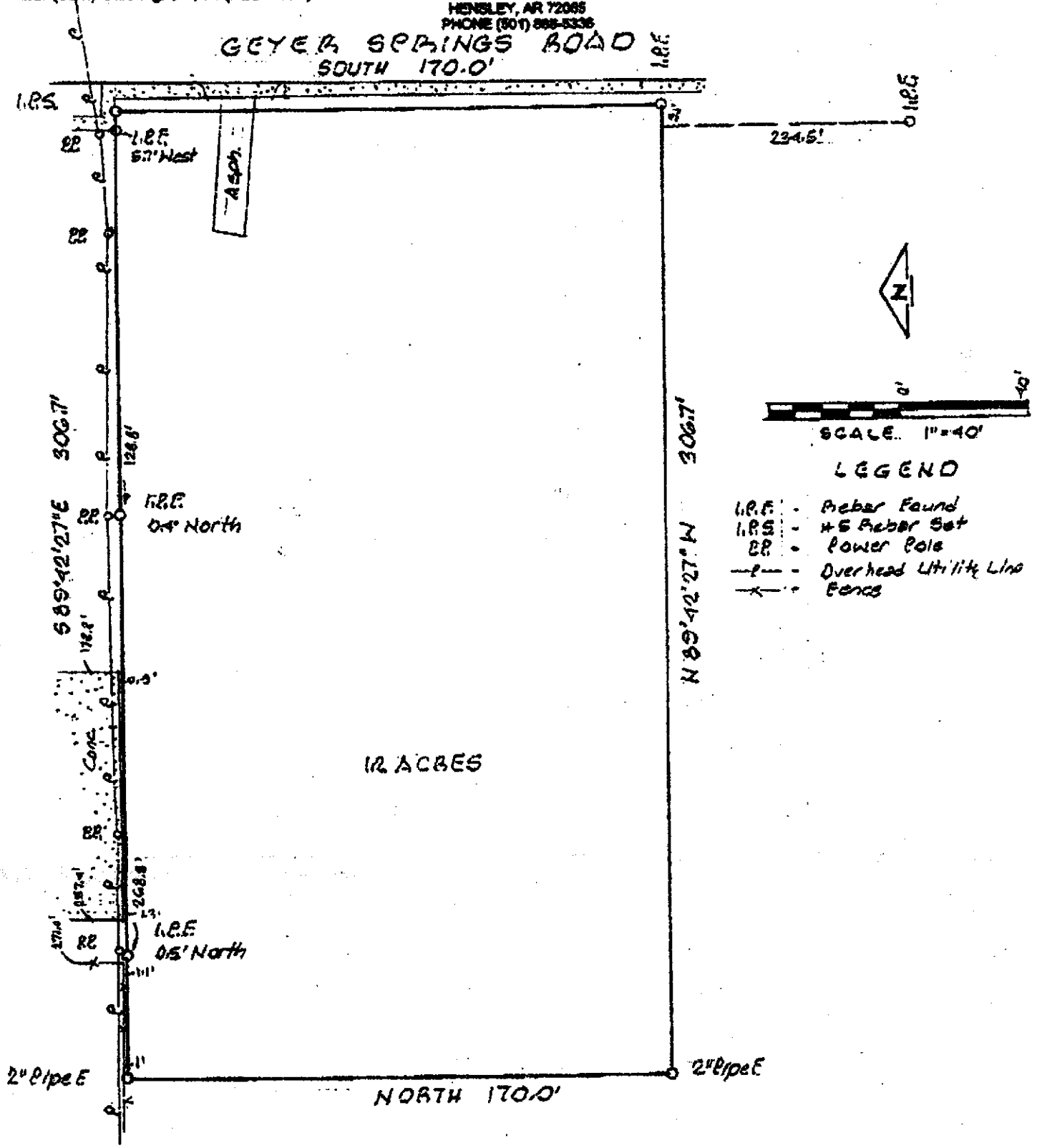
STOR.
KITCHEN
STAFF
CAFETERIA
ACCOUNTS.
SECRETARY
DIRECTOR

BROOKS SURVEYING, INC.

E.S. (Stan) Cunningham, Jr. (RLS#1375)

20820 ARCH STREET PIKE
HENSLEY, AR 72065
PHONE (501) 888-5336

Timothy C. Cole (RLS#1399)



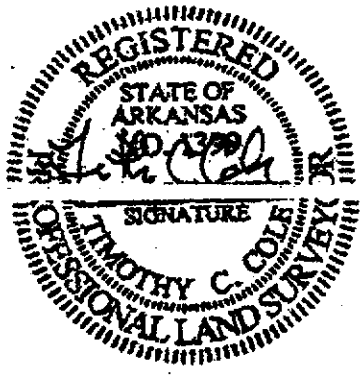
LEGAL DESCRIPTION

North 170 feet of the East 306.7 feet of Tract 2, HOME ACRES to the City of Little Rock, Pulaski County, Arkansas.

REGISTERED
STATE OF
ARKANSAS
NO. 1399

LEGAL DESCRIPTION

North 170 feet of the East 306.7 feet of Tract 2, HOME ACRES to the City of Little Rock, Pulaski County, Arkansas.



Date of Survey:	October 12, 2007
Scale:	1" = 40'
Property Address:	
For Use & Benefit of:	George B. Hayes, ETAL Rollin Caristianos Real Estate

This is to certify that the above described land has been surveyed. The corners are marked as shown and are in accordance with existing monuments in the vicinity.
This certification is for and limited to the parties shown hereon.

7000 GEYER SPRINGS RD. TOTAL P.002

ARKANSAS DEPARTMENT OF Education

MEMO

DATE: October 25, 2007

TO: Members of the State Board of Education
Dr. Ken James, Commissioner of Education

FROM: Dr. Mary Ann D. Brown, Charter Schools Program Director

SUBJECT: Updated Facilities Report on Covenant Keepers Preparatory Charter School

Please be advised of the updated facilities report on the newly submitted location for Covenant Keepers College Preparatory Charter School. This report was submitted to the Charter School Office by the Facilities Department.

Site Visit Date: 10/19/07

1. Charter School: Covenant Keepers College Preparatory
2. Location: 7000 Geyer Springs Road, Little Rock, AR
3. General Observations: Vacant Lot
4. Academic Suitability: N/A
5. ADA Accessibility: Will meet city and state codes
6. Life Safety Codes: Will meet city and state codes

Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 15, 2007

Caroline Proctor, Ph.D.
301 Graduate Education
University of Arkansas
Fayetteville, AR 72701

Re: Notice of Appeal/State Board Meeting
e-STEM Elementary Public Charter School

Dear Charter Applicant and Affected School District(s):

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Little Rock School District will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

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CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts
Superintendent Gary Compton, Bentonville School District

School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
Superintendent Alvin Lievsay, Huntsville School District
School Board President Dale Phillips, Huntsville School District
Superintendent Wayne Thompson, Lee County School District
School Board President Pearlethe Collins, Lee County School District
Superintendent Frank Holman, Lincoln School District
School Board President Gary Morris, Lincoln School District
Interim Superintendent Linda Watson, Little Rock School District
School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
School Board President Michael Williams, Marvell School District
Superintendent Barry Scott, McCrory School District

School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
School Board President Trent Cox, North Little Rock School District
Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
Superintendent Don Collins, Palestine-Wheatley School District
School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
School Board President Tyrus R. Reed, Prairie Grove School District
Superintendent James Sharpe, Pulaski County Special School District
School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

e-STEM Elementary Public Charter Schools, Inc.

100 Edgewood Dr., #2117
Maumelle, AR 72113

07-05-07 A08:29 RCVD

October 2, 2007

VIA CERTIFIED MAIL

State Board of Education Office
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201

RE: Notice of Appeal

Dear Ladies and Gentlemen;

e-STEM Elementary Public Charter Schools, Inc. (e-STEM Elementary) has filed an application to establish an open-enrollment charter school ("e-STEM Elementary Public Charter School") within the Little Rock School District (LRSD). On Thursday, September 27, 2007 the LRSD board voted 6-1 to disapprove e-STEM Elementary's application to operate an open enrollment public charter school within their boundaries. The reason given was concern about the potential financial impact a competitive public charter school would have on the LRSD.

Please accept this letter as e-STEM Elementary's written notice of appeal pursuant to Act 736 of 2007, §6-23-302(d)(1) et seq., which provides an applicant's right to appeal the local district decision to the state board for an appeal hearing, to be held within 45 days of the receipt of this letter.

e-STEM Elementary holds the LRSD board in high esteem, and it is our desire to work collaboratively to improve public education for all children in Pulaski County and the State of Arkansas.

The expressed reason for disapproval by the LRSD board was a primary concern about the financial impact the charter would have on the district. We argue that finding alone ineffectual as a basis to disapprove the charter application submitted. Although there are no standing decisions from courts setting precedent for Arkansas, courts in New Jersey, New York, Florida and Colorado have opined that denial of charter applications on the basis of potential financial impact on other schools is invalid.

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OCT 05 2007
CHARTER SCHOOL OFFICE

Additionally, the argument that the loss of students to a charter school will leave the local district unable to provide a quality education for those students remaining is a simplistic, incorrect assertion. Actually, the opposite is true. If 1,054 students leave the LRSD their expenses for educating those students will decrease by $12,545,762, while their loss of revenue will be only $6,649,782 (the district will retain all desegregation supplemental funding; ad valorem tax, turn back, etc., only certain per pupil funding follows the child to the charter). This will leave the LRSD with funding that can be redistributed to the remaining students at the rate of $231 per student.

Further, there is no doubt that the legislature considered the potential financial consequences of the Act on the existing school districts and, ultimately, decided that this impact is outweighed by the educational needs of our children. Hence, this objection would be more appropriately addressed through the legislature.

e-STEM Elementary has timely submitted its application in strict compliance with all statutory and regulatory requirements. *e*-STEM Elementary's application sets forth an educational scheme addressing each and every purpose set forth in the legislative intent section of the Arkansas Charter Schools Act of 1999, as amended 2007, *Ark. Code Ann. § 6-23-102.*

Ark. Code Ann. § 6-23-304, entitled "Requirements -- Preference for certain districts," provides as follows:

> (b) The state board shall give preference in approving an application for a charter school to be located in any public school district:
>
> (1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
>
> (2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or
>
> (3) Where the district has been classified by the Department of Education in some phase of school improvement status under § 6-15-426.

Accordingly, the Arkansas Department of Education promulgated rule/regulation 10.03, entitled "Preference for Approval of Open-Enrollment Charters," which reads as follows:

> The state board shall give preference in approving an application for a charter school to be located in any public school district:
>
> 10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;

10.3.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann.§ 6-15-428; or

10.03.3 Where the district has been classified by the Department of Education as showing the greatest need for school improvement under Ark. Code Ann.§ 6-15-426.

The *e*-STEM Elementary will be located in a district which meets not one, but all three of the criteria established for giving preference to an applicant. The state average for students qualifying for Free or Reduced Lunch eligible status is 53.57%. The percent of eligible students in the LRSD is 61%.

Last year, the LRSD had 18 schools classified as schools in need of improvement for failure to meet minimum AYP standards, and this year that number is 24. Reports published in the *Arkansas Democrat Gazette* last year reported that the mandatory parental notification made by LRSD correctly advised middle school students of their "right" to request a transfer into another school within the district which was not in academic distress ... but had to inform parents there were no alternatives. Therein lays one need for this open enrollment charter school. Choice for parents and a laboratory for innovation are the other reasons for the need.

e-STEM Elementary respectfully requests that the local district's objection be held for naught; that the State Board approve the application; and for all other necessary and proper relief to which the students of Pulaski County, Arkansas, are entitled.

Respectfully submitted,

Michael T. Scoles, Ph.D., Trustee

Cc: file
LRSD Board

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

September 26, 2007

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 27, 2007 at 810 West Markham Street. At that time, the Board voted unanimously to submit a fiscal impact statement notifying the Arkansas Department of Education that the operation of the *e-STEM Elementary Public Charter School* proposed by Bridges PCS, could have a negative fiscal impact on the Little Rock School District and would be in direct competition with our magnet programs at Gibbs Foreign Languages and International Studies Magnet School and Carver Mathematics and Science Magnet School. Approval of this charter school could potentially adversely affect the District's academic improvement efforts for its' potential to pull the highest performing students.

We respectfully request an opportunity to be heard at the ADE Board Meeting when this item would be considered.

Sincerely,

Katherine P. Mitchell, Ed.D.
President, Board of Directors

Linda Watson, Ed. D.
Interim Superintendent

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SEP 28 2007
CHARTER SCHOOL OFFICE

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

October 10, 2007

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 27, 2007 at 810 West Markham Street. At that time, the Board considered the charter school application of the e-STEM Elementary Public Charter School. It has come to our attention that the letter delivered to your office on September 28th indicated that the vote to oppose this charter school was unanimous. It should be noted and corrected that the actual vote on this issue was 6 – 1.

Please accept this letter as an addendum to the letter of opposition previously filed in your office. I appreciate your assistance.

Sincerely,

L. Watson

Linda Watson, Ed. D.
Interim Superintendent

cc: e-STEM Elementary Public Charter School
Caroline Proctor, Ph.D.
Arkansas Charter School Resource Center
301 Graduate Education
University of Arkansas
Fayetteville, AR 72701

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OCT 15 2007
CHARTER SCHOOL OFFICE

June 28, 2007

Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

Please consider this letter official notification of intent to apply for an open-enrollment public charter school. Following are responses to the itemized requirements for this submission:

1) **Name of Eligible Entity which intends to apply for a charter:** The working name of the entity is "Bridges, Inc. "
2) **Contact Person Information:** Michael T. Scoles, Ph.D., 100 Edgewood Dr. #2117, Maumelle, AR 72113, (T) 501.416.9808, email: mscoles@sbcglobal.net
3) **Congressional District:** 2
4) **Eligible Entity Description:** The eligible entity, now under the working name of, "Bridges Inc.", will be established as a 501(c)(3) organization.
5) **Name of the Proposed Charter School:** The working name is currently, "Bridges Public Charter School."
6) **The Proposed Charter Location:** Little Rock
7) **Grade Levels:** K-5
8) **Description of purpose or special emphasis:**
The proposed school's purpose is to provide an educational option for students in the Little Rock area. Special emphasis will be given to maximizing community resources to provide enhanced educational opportunities for the students.

Please don't hesitate to contact me should you have questions.

Sincerely,

Michael T. Scoles, Ph.D.

cc: Superintendents and Board of Education Members of affected districts

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JUL 02 2007
CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Dr. Caroline Proctor,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Name of Proposed School: e-STEM Elementary Public Charter School

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Articles of Incorporation for a Non-profit organization were included with the application. The charter did not include a copy of the 501 (c) (3) application.

Legal Comments: p. 1, Application: The application indicates that the sponsoring entity has filed for Section 501(c) (3) status from the Internal Revenue Service.

According to Section 14 of Act 736 of the 2007 Regular Session of the 86th General Assembly, amending Ark. Code Ann. § 6-23-303, a charter applicant must establish the entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 5 / 10

Weakness: There is no indication as to who attended each meeting.

Strengths: Did include the results of a survey.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 4 / 10

Weakness: The notary sheet confirming the notices for the meetings is unsigned and unstamped.

Strengths: The schedule was followed according to requirements.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 5 / 10

Weakness: The description of the composition of the board is vague. The definition of "self-perpetuating" is not clearly understood.

Strengths: The application describes the "CEO's duties are aligned with the business side of operating a public school" and that "the Board will seek a candidate with a terminal degree... and a strong background in education law, school finance, and business".

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 7 / 10

Weakness: - -

Strengths: Mission statement is present.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 4 / 10

Weakness: It is difficult to understand the correlation between the charts and narratives included in the application.

Strengths: Application did include a lot of data.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 5 / 10

Weakness: The application makes no mention of the school ACSIP program and how it will be incorporated. There is not enough explanation or research data about the programs listed in the plan. The Uniform Grading Scale is not the same scale mandated by the state. The sample curriculum pages were illegible.

Strengths: - -

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 3 / 10

Weakness: There is no mention of which certified personnel will administer the state mandated assessments.

Strengths: Specific growth statement projections are included.

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 3 / 10

Weakness: There is lack of detail on how they will accomplish the confirming and evaluating of the curriculum alignment.

Strengths: - -

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 3 / 10

Weakness: Documentation of letters sent to superintendents does not match the geographical area described in this section. The description is only for Pulaski County Public Schools.

Strengths: A descriptive paragraph of the populations of the proposed area of service is included.

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 2 / 10

Weakness: There is no mention of required public meetings according to Standards for Accreditation. The list of items for the published report is incomplete according to Standards.

Strengths: - -

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 5 / 10

Weakness: The description of the lottery process is unclear. What process will be used?

Strengths: A system for guaranteeing an acceptable racial balance is included.

Legal Comments: Page 15: "Students will be admitted exclusively through a lottery system weighted to maintain a racial balance that includes between 20 and 41% minority enrollment, in line with Pulaski County Special School District's desegregation settlement terms. Per Arkansas law (A.C.A. § 6-18-203), grade eligible children of faculty and staff are given waivers from the lottery. Parental involvement is much more likely when siblings attend the same school; therefore, siblings are given a preference in the admissions process."

Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The applicant will have to show that its proposed use of a weighted lottery falls within § 6-23-306's provisions. Additionally, the proposed charter facility location lies within the boundaries of the Little Rock School District and not the Pulaski County Special School District.

Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306 to only permit the following preferences:

> (ii) However, an open-enrollment public charter school may allow a preference for:
> (a)(1) Children of the founding members of the eligible entity.
> (2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
> (b) Siblings of students currently enrolled in the school.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 5 /10

Weakness: The application does not provide detailed information on job responsibilities or the number of staff that will be needed.

Strengths: The application describes the "CEO's duties are aligned with the business side of operating a public school" and that "the Board will seek a candidate with a terminal degree... and a strong background in education law, school finance, and business".

Job descriptions are given for school director and some key personnel.

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 8 / 10

Weakness: The application states "the school will contract services with a CPA firm with extensive experience in education and state accounting procedures and systems to provide oversight and auditing services". Typically, an accounting firm does not provide both oversight and auditing services as this is considered a conflict of interest. The applicant should revise this for compliance with acceptable business practices.

Strengths: The application provides reasonable detail on the policies and procedures for the business office and budget adoption process.

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 1 / 10

Weakness: The application failed to state that the financial audit will comply with all state laws, rules, deadlines, and filing requirements.

The application was copied from a previous application for Dreamland Academy, and as such does not align to the information provided in other sections of the application.

Strengths: - -

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 4 / 10

Weakness: The application does not provide any detail or procedures describing how the school will implement the use of the APSCN network and Pentamation software. No statement is included regarding who will be trained.

Strengths: The application provides the required statement.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 7 / 10

Weakness: - -

Strengths: Agreement has been provided. The application states that the facility will comply with ADA, IDEA, and all other state and federal laws.

Legal Comments: Page 19: The application indicates that the former *Arkansas Democrat-Gazette* building will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: 9/18/07

1. Charter School: e-STEM Elementary Public
2. Location: 112 W. 3rd. St., Level 1, Little Rock, AR
3. General Observations: Old Gazette Building in downtown Little Rock. There is a private parking lot (40-50 spaces) with the building which will be utilized for student drop-off and pick-up. The building will require extensive renovation.
4. Academic Suitability: N/A
5. ADA Accessibility: Will meet city and state codes.
6. Life Safety Codes: Will meet city and state codes. Must satisfy all city requirements in order to receive an occupancy permit from the building department.

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 4 / 10

Weakness: Application gives a vague description of the student services.

This charter cannot be funded for the National School Lunch Program at this time. USDA guidelines require a 501 (c) (3) status prior to approval for the National School Lunch Program. Three charters (e-stem elementary, e-stem middle and e-stem high) are sharing this facility. To be funded separately with USDA funds, they must all operate stand alone programs (facilities, finances, meal service, contracts, 501 (c) (3) status ...).

Application provided a limited description of food services. Charter will depend on the Arkansas Charter School Resource Center for handling food service decisions. No vendor has been pre-selected. No cafeteria/kitchen is mentioned in the proposed facility. Revenues of $180,000 from the Child Nutrition Program seem unrealistic for enrollment and percent of eligible students. The application did not provide different 501 (c) (3) information, and unless they have a group exemption, this Charter cannot be funded under USDA regulations. No contact with ADE, Child Nutrition Unit was made by the applicant. Charter school non-profit food service can not contract with a third party for compliance of Federal Child Nutrition Regulations. The Charter is the responsible entity.

Strengths: The Charter will be located in Little Rock with ample labor and vendors for meal service available. Sufficient funds were budgeted for food service expenditures.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 1 / 10

Weakness: Question information not supplied

Strengths: - -

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments:

a. Ark. Code Ann. § 6-15-902 ("Uniform grading scale"): § 6-15-902 applies to public secondary schools; it may be used by public primary schools. To the extent that § 6-15-902 is applicable to grades K-4, its use may be waived as to non-core (i.e., elective) courses only.

b. Ark. Code Ann. § 6-15-1004, 6-17-309, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to criminal background checks.

c. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk). This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

d. Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the Standards for Accreditation Rules (concerning approval of building plans and standards for school construction).

The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

The following is a list of several problems with the budget template submitted by the applicant. The applicant should review this information and make the appropriate revisions to ensure the accuracy and integrity of the financial statements.

- Revenues are $2,725,332. Expenditures are $2,566,267. Revenues exceed expenditures by $159,065.

- The Revenues listed do not sum to Total Expenditures reported.
  - Administrative total expenditures are overstated by $6,000
  - Food Services total expenditures are understated by $15,000
  - Data Processing total expenditures are understated by $2,500

- Substitute Personnel total expenditures are understated by $6,000
- Debt Expenditures total expenditures are understated by $509,318
- The applicant should review this information and make the appropriate revisions to ensure the sum of the items equals the Total Expenditures.

- Revenue report used $5,876 in per student Foundation Funding for a total of $2,116,080. This amount is actually based on $5,878 per student and overstates revenues by $720.

- Revenues include $609,252 in "Other Sources of Revenues". The source of these Other Revenues is not identified.

- Revenues are based on the school enrolling the maximum number of students, 360.

- The budgeted debt expenditures total expenditures are $509,318.

- The application included a schedule "e-STEM Elementary Public Charter School Annual Operating Budget". The salaries on this schedule total $1,301,546. The salaries itemized on the application budget template total $1,067,550. This is a variance of $233,996.

- The application included a schedule "e-STEM Elementary Public Charter School Annual Operating Budget". The "Teachers: Base Pay" on this schedule total $930,264. The salaries itemized on the application budget template total $872,123. This is a variance of $58,141.

- The application included a schedule "e-STEM Elementary Public Charter School Annual Operating Budget". This schedule includes "Pay for Performance" for various positions. These items total $251,997. This item is not included on the application budget template total.

- The application included a schedule "e-STEM Elementary Public Charter School Annual Operating Budget". The "Benefits" on this schedule total $280,538. The benefits itemized on the application budget template total $195,265. This is a variance of $85,273.

- The application included a schedule "e-STEM Elementary Public Charter School Annual Operating Budget". The "Total Revenues" on this schedule total $2,619,854. The Total Revenues on the application budget template total $2,725,332. This is a variance of $105,478. The "Total Expenditures" on this schedule total $2,566,267. The Total Revenues on the application budget template total the same. The "e-STEM Elementary Public Charter School Annual Operating Budget" schedule revenues exceed expenditures by $53,587. The application budget template revenues exceed expenditures by $159,065.

- The Salary Schedule is not included. Budgeted salary expenditures can not be verified due to the failure to provide the required salary schedule.

- Attached to the application you will find a calendar, a facility use agreement, a signed Statement of Assurances form, and evidence of status as eligible entity.

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Company e-Stem Elementary PCS

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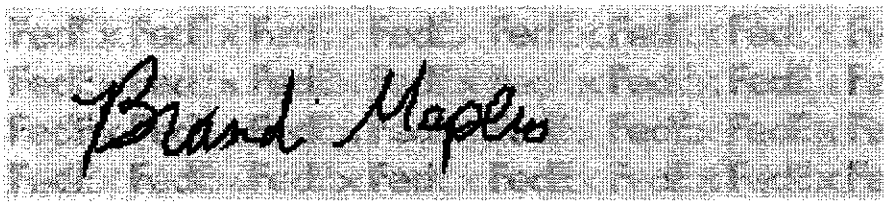

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RESPONSE TO EVALUATION

OF

e-STEM Elementary Public Charter School

RECEIVED
OCT 22 2007
CHARTER SCHOOL OFFICE

RESPONSE TO Eligibility Status: Arkansas Act 735 of 2007 changed the requirement of tax exempt status under IRS Code 501(c)(3) at the time of application to a requirement of tax exempt status under IRS Code 501(c)(3) at the time the school opens. There is no statutory or regulatory requirement to provide the corporation's application to the IRS.

RESPONSE TO OBJECTIVE #1: Applicant's response to objective 1 details number of meeting attendees and provides the results of an anonymous survey of citizens in central Arkansas. Although a sign-in sheet was used to provide further information to meeting attendees, we choose not to make the names of citizens simply seeking information a part of a permanent, public record.

RESPONSE TO OJECTIVE #2: We believe this comment is in error.

RESPONSE TO OBJECTIVE #3: The word self perpetuating means internally re-generating. A self-perpetuating board is fairly common in the nonprofit and collegiate arenas. The eSTEM corporate board is designed to maintain a majority membership made up of content area experts in the fields of economics, science, technology, engineering and math (eSTEM). The purpose of this design is to make sure that academics drives the school. When a founding board member resigns or retires, the remaining board members will review potential trustees nomination applications and select the successor member. The school also has a local advisory board chaired by the individual who filed the original letter of intent for this charter.

RESPONSE TO OBJECTIVE #5: It is difficult to address these comments. The statement of need addresses local, state, national and international needs that are reaching crisis status. The charts used are very simple line graphs. We are perplexed by the difficulty the reviewer had in understanding the information.

RESPONSE TO OBJECTIVE #6: There is no statutory or regulatory requirement to address the ACSIP plan before a charter has even been granted. Further, the ACSIP is not even referenced in the application. This criticism was applied to several, but not all of the twelve charter applicants. Using the absence of information that has never been required, or even mentioned, as a basis to subtract quality points is inequitable. As per research and explanation of curriculum components, page 10 and 11 of the application uses research results from the Trends in International Mathematics and Science Study (TIMSS) in 1995, 1999, and 2003 as a basis for selecting the mathematics curriculum; a 2005 study by the U.S. Department of Education; and 2007 NAEP results to justify the economics curriculum. We apologize for the quality of the sample curriculum pages and have included clearer copies.

RESPONSE TO OBJECTIVE #8: This weakness is noted and the applicant will seek the assistance of the department for any curriculum not already aligned to the state standards.

RESPONSE TO OBJECTIVE #9: The statute and regulations governing the application process denote two types of district notification. One notification requires letters for every contiguous (touching) district; and the second requires letters for any district likely to be directly impacted.

The application is clear that the target area is central Arkansas, and the districts likely to be impacted are LRSD, NLRSD, and PCSSD.

RESPONSE TO OBJECTIVE #10: The application states: "Per Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2, an annual report will be distributed once all test scores and financial reports are available to the parents and the State Board of Education." We assert again, that the Annual Report process will be in compliance with *Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.*

RESPONSE TO OBJECTIVE #11: Applicant student selection process is completely aligned to the state statute and the non-regulatory guidance from the US DOE. Because the court's ongoing involvement with the LRSD, we stated in our application and we re-affirm our intent to modify our enrollment and selection processes as governed by any future court decisions.

RESPONSE TO OBJECTIVE #12: Job responsibilities are detailed in section three, Governance Structure, of the application. Number of faculty and staff are detailed on the detailed budget pages that are included.

RESPONSE TO OBJECTIVE #13: The financial audit will comply with all state laws, rules, deadlines, and filing requirements.

RESPONSE TO OBJECTIVE #14: The staffer comment that the "application was copied from a previous application for Dreamland Academy..." is false. The application is not even similar to the Dreamland application. The section of the application dealing with audit procedures was developed for charter schools in general and used by the Dreamland Academy. We challenge the assertion that the procedures cited do not align with other sections of the application, and hold that the procedures outlined are, by design, very effective and efficient.

RESPONSE TO OBJECTIVE #15: The statute, regulations and application instructions all require a statement that the applicant will participate in the APSCN. The application has a statement that the applicant will participate in the APSCN. There are no statutory or regulatory requirements for details of implementation

RESPONSE TO OBJECTIVE #16: The applications contains a fully executed facilities use agreement. The Division of Public School Academic Facilities and Transportation has inspected the facility, see below under "Site Visit". The building was also inspected by Marlar Engineering, and that report is included in the application.

RESPONSE TO OBJECTIVE #17: Section 17 of the application details plans to subcontract counseling and health services. The application states that the applicant will use the CALS downtown branch, which is less than ½ mile from the school. Comprehensive assurances are provided for special education compliance.

This application is for eSTEM Elementary school, only. Staffer's comments are conjecture. Each school is independently incorporated, and there is no requirement for separate facilities, any more than HUD would refuse to fund a condominium because it was under the roof of several other residences. The applicant does not state the intent to turn food service decisions over to the ACSRC. The school will cooperate with other charter sharing a Child Nutrition consultant coordinated by the ACSRC. A Group Exemption application is being processed by the IRS.

Applicant directs State Board members to the facilities report provided by Marlar Engineering, which references the location of cafeterias in the building.

Applicant notes the opinion that the projected level of NSLA funds might be high, and the application budget has been modified in light of this recommendation.

RESPONSE TO OBJECTIVE #18: This section was omitted during file transfer.

18. PARENTAL INVOLVEMENT

The PowerSchool Student Information System to be used by the school will allow parents to interact with teachers and administrators with ease. Parents can request progress reports in one or all subjects, on a weekly or even daily basis. Several of the curricular programs to be used, such as APEX and PLATO are web based. Parents and students will be able to look over lessons from a home computer, a computer at the public library, or at the Parent Center located at the school. It is hoped that parents will volunteer to share any talents they have with the school.

RESPONSE TO BUDGET TEMPLATE: We believe the confusion in the budget area may be because the applicant is using a very detailed financial planning budget format, as opposed to the application summary format. Please see included budget pages. As to amounts budgeted, we are aware of the amount of state foundation aid per student, however, that amount is based on average daily membership. The school would only generate the total amount if every slot was filled from the first day, and no child ever missed a day. Taking that into account, we have reduced this figure by 5% purposefully. In the same vein, revenues *do* exceed expenditure. We think that is the fiscal practice, always.

The application notes that salaries are determined by a combination of the state minimum salary scale, which is publish in the Arkansas Code, and an aggressive pay-for-performance model. Both are spelled out in the detailed budget that was included with the application.

e -STEM Elementary Public Charter School Annual Operating Budget		
		Comments and Underlying Assumptions
Major Assumptions:		
Number of students	360	K-1- 8 classes of 15; 2nd - 4 classes of 18; 3rd - 4 classes of 20;4th - 4 classes of 22
Student:teacher ratio	1:14	
Number of regular classroom	20	
Number of Special Education	1.5	
Technology/Lab Teacher	1	
Art Teacher (.5 FTE)	0.5	
Music Teacher (.50 FTE)	0.5	
Foreign Language Teacher	0.5	
Number of instructional aides	0	
Facility square footage	29,000	Assumes 81 square feet per student
Base teacher salary: Average teacher	$ 38,761	Median of state minimum bachelors level + median of state min. masters level divided by two divided by 10 then multiplied by 11 for extra month on contract.
Pay for Performance max. at ave/teacher	$ 11,628	30% of base salary
State Foundation Aid/Student 08-09	$ 5,500	$5,789 per child adjusted by 95% for ADM
State Foundation Aid Enhancement/Student	$ 83	$87 per child adjusted by 95% for ADM
State Professional Development Aid/Student	$ 39	$41 per child adjusted by 95% for ADM
NSLA/eligible student (220)	$ 480	Assumes 61% eligible
ELL/eligible student (36)	$ 293	Assumes 10% eligible (36)
Spec Educ super/student	$ 8	Assumes 12% eligible (43)
Federal Special Education	$ 1,200	

Federal Categorical Funding/Student	$ 350	
Child Nutrition	$ 216,000	Assumes Expense of $3 per child x 200 school days; recpts of $2.50 per child x 200 days
REVENUES		
State Foundation Aid	$ 1,980,000	
State Foundation Aid/Enhancement	$ 29,880	
State ELL	10,548	
State Professional Development	14,760	
NSLA	105,600	
Special Education Super.	2,880	
Special Education/student	51,600	Assumes 12% of enrollment (43)
Child Nutrition	180,000	
Federal Categorical	126,000	
Total Revenues	**$ 2,501,268**	
EXPENDITURES		
Salaries		
Director Base salary	$ 65,000	
Director Pay for Performance max	$ 32,500	Up to 50% of base
Lead Teacher: Base salary	$ 42,285	Ave teacher plus 1 months extended contract
Lead Teacher: Pay for Performance	$ 21,142	Up to 50% of base
Teachers:Base pay	930,264	
Teachers: Max. Pay for Performance	195,355	Up to 30% of base Assume 70% attainment of max.
Instructional aides	0	
Secretary Base	30,000	

Secretary: Max Pay for Performance	3,000	assume 10%
Benefits		
Retirement	184,736	Assumes state retirement system at 14% of salaries
Health	43,680	Assumes $140/month per employee (26 employees)
FICA	19,133	Assumes Medicare at 1.45% of salaries
Other	32,989	Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs
Books and Supplies, Equipment		
Texts and instructional materials	72,000	Assumes $200 per student
Other books	0	Assumes use of CALS as library
Software	15,000	Assumes 60 licenses at $250 each
Technology	104,675	4% of budget, annually
Classroom paper and supplies	18,000	Assumes $50 per student
Office supplies	4,800	Assumes $400/month
Janitorial supplies	0	
Services and Contracts		
Custodial	18,000	$1,500 a month
Bookeeping & Audit	12,000	Assumes $500/month bookeeping, $6,000 audit
Legal	8,000	Assumes $6,000 retainer, $2,000 reserve
Liability & property insurance	10,000	
Waste disposal	1,800	Assumes $150/month
Student testing & assessment	9,000	Assumes $25 per student
Staff development	13,000	Assumes $500/teacher plus director
Special education, Child Nutrition, Technology, etc, consultants	36,000	Assumes $75 per student average cost

Health & Counseling	10,000	Assumes contracts with community providers and 70% student coverage by Medicaid, AR Kids First, or private insurance
Substitute Tchers	6,000	Assumes 100 days @$60
Student Transportation	39,600	Assumes $10 a child, a month, 11 months
Faculty parking stipend	6,600	Assume $25 a month per teacher (24)
Travel & conferences, board retreat	8,500	plus $2,500 board retreat
Internet service provider	7,200	Assumes 60 accounts at $20/month
Postage	1,440	Assumes $120/month
Copier Lease	3,600	Assumes $300/month
Child Nutrition	216,000	
Facilities and Capital		
Rent/lease/mortgage	199,234	Assumes 25,061 sq. ft.; annual triple net least at $7.50/square foot + $.45 Triple net expense
Furnishings & equipment	0	(Start-up will be grant funded; subsequent years will be budgeted at $25 per student for replacement/repair)
Gas/electric/water	19,200	Assumes $1600 per month
Phone	2,400	Assumes $200 per month
Security alarm	1,200	Assumes $100/ per month
Management fee	50,025	Assume 2% of Revenue (Shared Business/Central Office Services)
Total Expenditures	**$ 2,493,358**	
Surplus (Deficit)	**$ 7,910**	

NOTE: Playground equipment; STEM learning labs; furniture, and other one time expenses will be funded through Walton Family Foundation Implementation Grant

e -STEM Elementary Charter School Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
REVENUES												
State Foundation Funding	$ 167,490	$ 167,490	$ 167,490	$ 167,490	$ 167,490	$ 167,490	$ 167,490	$ 167,490	$ 167,490	$ 167,490	$ 167,490	$ 167,490
State Professional Development	-	-	1,476	1,476	1,476	1,476	1,476	1,476	1,476	1,476	1,476	1,476
Narional School Lunch Program	-	22,726	22,726	22,726	22,726	22,726	22,726	22,726	22,726	22,726	22,726	22,726
Food Service	9,000	15,545	15,545	15,545	15,545	15,545	15,545	15,545	15,545	15,545	15,545	15,550
English Language Learner Funding	-	-	-	-	-	-	-	10,548	-	-	-	-
Special Education	-	-	-	-	-	28,680	-	-	-	-	-	-
Federal Categorical						31,500		31,500		31,500		31,500
Total Revenues	**$ 176,490**	**$ 205,761**	**$ 207,237**	**$ 207,237**	**$ 207,237**	**$ 267,417**	**$ 207,237**	**$ 249,285**	**$ 207,237**	**$ 238,737**	**$ 207,237**	**$ 238,742**
EXPENDITURES												
Salaries												
Director - Base	$ 5,417	$ 5,417	$ 5,417	$ 5,417	$ 5,417	$ 5,417	$ 5,417	$ 5,417	$ 5,417	$ 5,417	$ 5,417	$ 5,417
Director - Maximum Pay for Performance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 32,500
Teachers - Base	-	81,046	81,046	81,046	81,046	81,046	81,046	81,046	81,046	81,046	81,046	162,092
Teachers - Maximum Pay for Performance	-	-	-	-	-	-	-	-	-	-	-	216,497
Secretary - Base	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Secretary - Maximum Pay for Performance	-	-	-	-	-	-	-	-	-	-	-	3,000
Benefits												
Retirement - Base Salaries	1,108	10,879	10,879	10,879	10,879	10,879	10,879	10,879	10,879	10,879	10,879	21,757
Retirement - Maximum Pay for Performance	-	-	-	-	-	-	-	-	-	-	-	35,280
Health	280	3,628	3,628	3,628	3,628	3,628	3,628	3,628	3,638	3,628	3,628	7,110
FICA - Base	160	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	2,940
FICA - Maximum Pay for Performance	-	-	-	-	-	-	-	-	-	-	-	3,654
Other - Base	136	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213	4,423
Other - Maximum Pay for Performance	-	-	-	-	-	-	-	-	-	-	-	-
Books and Supplies												
Texts and instructional materials	-	36,000	36,000	-	-	-	-	-	-	-	-	-
Other books	-	-	-	-	-	-	-	-	-	-	-	-
Software	-	5,000	5,000	-	-	-	5,000	-	-	-	-	-
Classroom paper and supplies	-	3,800	-	-	-	-	-	-	-	-	-	-
Office supplies	200	200	200	200	200	200	200	200	200	200	200	200

e -STEM Elementary Charter School Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Janitorial supplies	-	-	360	360	360	360	360	360	360	360	360	360
Services and Contracts												
Custodial	-	-	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800
Bookeeping & Audit	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Legal	667	667	667	667	667	667	667	667	667	667	667	667
Liability & property insurance	-	12,000	-	-	-	-	-	-	-	-	-	-
Waste disposal	150	150	150	150	150	150	150	150	150	150	150	150
Student testing & assessment	-	-	-	-	3,500	-	-	-	-	-	3,500	-
Staff development	-	-	-	-	11,250	-	-	-	-	-	11,250	-
Special education consultant	-	-	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Travel & conferences, board retreat	-	-	-	-	-	6,875	-	-	-	-	6,875	-
Internet provider	-	-	720	720	720	720	720	720	720	720	720	720
Postage	120	120	120	120	120	120	120	120	120	120	120	120
Copier lease	300	300	300	300	300	300	300	300	300	300	300	300
Facilities and Capital												
Rent/lease/mortgage	33,206	16,603	16,603	16,603	16,603	16,603	16,603	16,603	16,603	16,603	16,603	-
Replace furnishings & equipment	-	14,000	-	-	-	14,000	-	-	-	-	-	-
Gas/electric	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600
Phone	200	200	200	200	200	200	200	200	200	200	200	200
Security alarm	100	100	100	100	100	100	100	100	100	100	100	100
Total Expenditures	**$ 47,143**	**$ 198,660**	**$ 175,340**	**$ 134,340**	**$ 149,090**	**$ 155,215**	**$ 139,340**	**$ 134,340**	**$ 134,350**	**$ 134,340**	**$ 155,965**	**$ 507,986**
Monthly Surplus (Deficit)	**$ 129,347**	**$ 7,101**	**$ 31,897**	**$ 72,897**	**$ 58,147**	**$ 112,202**	**$ 67,897**	**$ 114,945**	**$ 72,887**	**$ 104,397**	**$ 51,272**	**$ (269,244)**
Cash in Bank (Cash Deficit)	**$ 129,347**	**$ 136,448**	**$ 168,345**	**$ 241,242**	**$ 299,388**	**$ 411,590**	**$ 479,487**	**$ 594,432**	**$ 667,319**	**$ 771,716**	**$ 822,987**	**$ 553,743**

e -STEM Charter School Five-Year Revenue and Expenditure Projections

	Current Year	Year 2	Year 3	Year 4	Year 5
Assumptions					
Revenue Growth		2.5%	2.5%	2.5%	2.5%
State & local government price deflator (COLA)		2.5%	2.5%	2.5%	2.5%
Number of additional students		0	0	0	0
Number of additional staff		0	0	0	0
REVENUES					
State Foundation Aid	$ 1,980,000	$ 2,029,500	$ 2,080,238	$ 2,132,243	$ 2,185,550
State ELL	10,548	10,812	11,082	11,359	11,643
NSLA	105,600	108,240	102,961	105,535	108,174
#REF!	#REF!	-	-	-	-
Total Revenues	**$ 2,501,268**	**$ 2,148,552**	**$ 2,194,280**	**$ 2,249,137**	**$ 2,305,367**
EXPENDITURES					
Salaries					
Director Base salary	$ 65,000	$ 66,625	$ 68,291	$ 69,998	$ 71,748
Teachers:Base pay	930,264	953,521	977,359	1,001,793	1,026,837
Instructional aides	-	-	-	-	-
Secretary Base	30,000	30,750	31,519	32,307	33,114
Benefits					
Retirement	184,736	189,354	194,088	198,940	203,914
Health	43,680	44,772	45,891	47,039	48,215
FICA	19,133	19,611	20,102	20,604	21,119
Other	32,989	33,814	34,659	35,526	36,414
Books and Supplies, Equipment					
Texts and instructional materials	72,000	73,800	75,645	77,536	79,475
Other books	-	-	-	-	-
Software	15,000	15,375	15,759	16,153	16,557
Classroom paper and supplies	18,000	18,450	18,911	19,384	19,869
Office supplies	4,800	4,920	5,043	5,169	5,298
Janitorial supplies	-	-	-	-	-
Services and Contracts					
Custodial	18,000	18,450	18,911	19,384	19,869
Bookeeping & Audit	12,000	12,300	12,608	12,923	13,246
Legal	8,000	8,200	8,405	8,615	8,831
Liability & property insurance	10,000	10,250	10,506	10,769	11,038
Waste disposal	1,800	1,845	1,891	1,938	1,987
Student testing & assessment	9,000	9,225	9,456	9,692	9,934

Staff development	13,000	13,325	13,658	14,000	14,350
Special education, Child Nutrition, Technology, etc, consultants	36,000	36,900	37,823	38,768	39,737
Travel & conferences, board retreat	8,500	8,713	8,930	9,154	9,382
Internet service provider	7,200	7,380	7,565	7,754	7,947
Postage	1,440	1,476	1,513	1,551	1,589
Copier Lease	3,600	3,690	3,782	3,877	3,974
Facilities and Capital					
Rent/lease/mortgage	199,234	204,215	209,320	214,553	219,917
Furnishings & equipment	-	-	-	-	-
Gas/electric/water	19,200	19,680	20,172	20,676	21,193
Phone	2,400	2,460	2,522	2,585	2,649
Security alarm	1,200	1,230	1,261	1,292	1,325
Total Expenditures	**$ 2,493,358**	**$ 1,810,330**	**$ 1,855,589**	**$ 1,901,978**	**$ 1,949,528**
Surplus (Deficit)	**$ 7,910**	**$ 338,221**	**$ 338,692**	**$ 347,159**	**$ 355,839**

CLASSROOM TEACHER MINIMUM SALARY SCHEDULE AND PAY-FOR-PERFOMANCE ENHANCEMENT POTENTIAL

Years of Experience	Minimum Base BA Degree	Pay for Performance Potential (Up to 30% of Base)	Minimum Base MA Degree	Pay for Performance Potential (Up to 30% of Base)
0	$ 32,486	$ 9,746	$ 37,359	$ 11,208
1	$ 32,998	$ 9,899	$ 37,927	$ 11,378
2	$ 33,508	$ 10,052	$ 38,495	$ 11,549
3	$ 34,020	$ 10,296	$ 39,062	$ 11,719
4	$ 34,530	$ 10,359	$ 39,630	$ 11,889
5	$ 35,042	$ 10,513	$ 40,197	$ 12,059
6	$ 35,552	$ 10,666	$ 40,765	$ 12,230
7	$ 36,064	$ 10,819	$ 41,334	$ 12,400
8	$ 36,574	$ 10,972	$ 41,901	$ 12,570
9	$ 36,859	$ 11,058	$ 42,469	$ 12,741
10	$ 37,085	$ 11,126	$ 43,036	$ 12,911
11	$ 38,107	$ 11,432	$ 43,604	$ 13,081
12	$ 38,618	$ 11,585	$ 44,172	$ 13,252
13	$ 39,129	$ 11,739	$ 44,739	$ 13,422
14	$ 39,640	$ 11,892	$ 45,307	$ 13,592
15	$ 40,151	$ 12,045	$ 45,876	$ 13,763

LEAD TEACHER AND ACADEMIC ADVISOR MINIMUM SALARY SCHEDULE AND PAY-FOR-PERFOMANCE ENHANCEMENT POTENTIAL

Years of Experience	Minimum Base BA Degree	Pay for Performance Potential (Up to 50% of Base)	Minimum Base MA Degree	Pay for Performance Potential (Up to 50% of Base)
0	$ -	$ -	$ 40,755	$ 20,378
1	$ -	$ -	$ 41,375	$ 20,688
2	$ -	$ -	$ 41,995	$ 20,998
3	$ -	$ -	$ 42,613	$ 21,307
4	$ -	$ -	$ 43,238	$ 21,619
5	$ -	$ -	$ 43,851	$ 21,926
6	$ 38,784	$ 19,392	$ 44,471	$ 22,236
7	$ 39,343	$ 19,671	$ 45,092	$ 22,546
8	$ 39,899	$ 19,950	$ 45,710	$ 22,855
9	$ 40,210	$ 20,105	$ 46,330	$ 23,165
10	$ 40,456	$ 20,228	$ 46,948	$ 23,474
11	$ 41,571	$ 20,786	$ 47,568	$ 23,784
12	$ 42,129	$ 21,065	$ 48,188	$ 24,094
13	$ 42,686	$ 21,343	$ 48,806	$ 24,403
14	$ 43,244	$ 21,622	$ 49,426	$ 24,713
15	$ 43,801	$ 21,901	$ 50,047	$ 25,024

CEO MINIMUM SALARY AND PAY-FOR-PERFOMANCE ENHANCEMENT POTENTIAL

	Minimum Base	Pay for Potential (Up to 50% of Base)
	$ 65,000	$ 32,500

Core Knowledge at a Glance: Major Topic Headings, K–2

	Kindergarten	First Grade	Second Grade
Language Art/English	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction (Stories; Greek Myths; Greek and Roman Myths) IV. Sayings and Phrases
History and Geography	**World** I. Spatial Sense II. Overview of the Seven Continents **American** I. Geography II. Native Americans III. Early Exploration and Settlement (Columbus, Pilgrims, Independence Day) IV. Presidents, Past and Present V. Symbols and Figures	**World** I. Geography II. Early Civilizations (Mesopotamia, Ancient Egypt, History of World Religions) III. Mexico **American** I. Early People and Civilizations (Maya, Inca, Aztec) II. Early Exploration and Settlement III. American Revolution IV. Early Exploration of the American West V. Symbols and Figures	**World** I. Geography II. Early Civilizations: Asia (India, China) III. Modern Civilization and Culture: Japan IV. Ancient Greece **American** I. American Government: The Constitution II. War of 1812 III. Westward Expansion IV. Civil War V. Immigration and Citizenship VI. Civil Rights VII. Geography of the Americas VIII. Symbols and Figures
Visual Arts	I. Elements of Art II. Sculpture III. Looking at and Talking About Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture
Music	I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera;	I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards;

		Ballet; Jazz) III. Songs	Composers) III. Songs
Mathematics	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry
Science	I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies	I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycles) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Seasons and Weather VI. Simple Machines VII. Science Biographies

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Core Knowledge at a Glance: Major Topic Headings, 3–5

	Third Grade	Fourth Grade	Fifth Grade
Language Art/English	I. Reading and Writing II. Poetry III. Fiction (Stories; Norse Myths; Greek and Roman Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories; Legends of King Arthur) IV. Sayings and Phrases	I. Reading and Writing II. Writing, Grammar and Usage III. Poetry IV. Fiction (Stories; Shakespeare; Myths and Legends) V. Sayings and Phrases
History and Geography	**World** I. World Geography (Spatial Sense; Canada; Important Rivers) II. Ancient Rome (Geography of Mediterranean Region; Roman Empire, "Decline and Fall") III. Vikings **American** I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution	**World** I. World Geography (Spatial Sense; Mountains) II. Europe in the Middle Ages III. Spread of Islam and "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors **American** I. American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	**World** I. World Geography (Spatial Sense; Lakes) II. Meso-American Civilizations III. European Exploration, Trade, and Clash of Cultures IV. Renaissance and Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan **American** I. Westward Expansion II. Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography
Visual Arts	I. Elements of Art	I. Art of the Middle	I. Art of the

	II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization	Ages II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan
Music	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra
Science	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry (Atoms; Matter; Elements; Solutions III. Electricity IV. Geology: Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies

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Principles of Technology and Engineering Curriculums by Strands

		Mastery Benchmarks by Level			
		eSTEM Elementary Public Charter School		eSTEM Middle Public Charter School	eSTEM High Public Charter School
Strand	Standard	Benchmark Topics		Benchmark Topics	Benchmark Topics
		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Nature of Technology	1. The Characteristics and Scope of Technology	Natural world and human made world	Things found in nature and in human made world	Usefulness of technology	Nature of technology
		People and technology	Tools, materials, and skills	Development of technology	Rate of technological diffusion
			Creative thinking	Human creativity and motivation	Goal-directed research
				Product demand	Commercialization of technology
	2. The Core Concepts of Technology	Systems	Systems	Systems	Systems
		Resources	Resources	Resources	Resources
		Processes	Requirements	Requirements	Requirements
			Processes	Trade-offs	Optimization and Trade-offs
				Processes	Processes
				Controls	Controls
	3. The Relationships Among Technologies and the Connections Between Technology and Other Fields	Connections between technology and other subjects	Technologies integrated	Interaction of systems	Technology transfer
			Relationships between technology and other fields of study	Interrelation of technological environments	Innovation and Invention
				Knowledge from other fields of study and technology	Knowledge protection and patents
					Technological knowledge and advancies of science and mathematics and vice versa
Technology and Society	4. The Cultural, Social, Economic, and Political Effects of technology	Helpful or harmful	Good and bad effects	Attitudes toward development and use	Rapid or gradual changes
			Unintended consequences	Impacts and consequences	Trade-offs and effects
				Ethical issues	Ethical implications
				Influences on economy, politics, and culture	Cultural, social, economic and political changes

	5. **The Effects of technology on the Environment**	Reuse and/or recycling of materials	Recycling and disposal of waste	Management of waste	Conservation
			Affects environment in good and bad ways	Technologies repair and damage	Reduce resource use
				Environmental vs. economic concerns	Monitor environment
					Alignment of natural and technological processes
					Reduce negative consequences of technology
					Decisions and trade-offs
	6. **The Role of Society in the Development and Use of Technology**	Needs and wants of individuals	Changing needs and wants	Development driven by demands, values, and interests	Different cultures and technologies
			Expansion or limitation of development	Inventions and innovations	Development decisions
				Social and cultural priorities	Factors affecting designs and demands of technologies
				Acceptance and use of products and systems	
	7. **The Influence of Technology on History**	Ways people have lived and worked	Tools for food, clothing, and protection	Processes of inventions and innovations	Evolutionary development of technology
				Specialization of labor	Dramatic changes in society
				Evolution of techniques, measurement, and resources	History of technology
				Technological and scientific knowledge	Early technological history
					The Iron Age
					The Middle Ages
					The Renaissance
					The Industrial Revolution
					The Information Age
Design	8. **The Attributes of Design**	Everyone can design	Definitions of design	Design leads to useful products and systems	The design process
		Design is a creative process	Requirements of design	There is no perfect design	Design problems are usually not clear
				Requirements	Designs need to be refined
					Requirements
	9. **Engineering Design**	Engineering design process	Engineering design process	Iterative	Design principles
		Expressing design ideas to others	Creativity and considering all ideas	Brainstorming	Influence of personal characteristics
			Models	Modeling, testing, evaluating, and modifying	Prototypes
					Factors in engineering design

	10. The Role of Troubleshooting, Research and Development, Invention and Innovation, and Experimentation in Problem Solving	Asking questions and making observations	Troubleshooting	Troubleshooting	Research and Development
		All products need to be maintained	Invention and innovation	Invention and innovation	Research technological problems
			Experimentation	Experimentation	Not all problems are technological or can be solved
					Multidisciplinary approach
Abilities for a Technological World	**11. Apply the Design Process**	Solve problems through design	Collecting information	Apply design process	Identify a design problem
		Build something	Visualize a solution	Identify criteria and constraints	Identify criteria and constraints
		Investigate how things are made	Test and evaluate solutions	Model a solution to a problem	Refine the design
			Improve a design	Test and evaluate	Evaluate the design
				Make a product or system	Develop a product or system using quality control
					Reevaluate final solution(s)
	12. Use and Maintain Technological Products and Systems	Discover how things work	Follow step-by-step instructions	Use information to see how things work	Document and communicate processes and procedures
		Use tools correctly and safely	Select and safely use tools	Safely use tools to diagnose, adjust, and repair	Diagnose a malfunctioning system
		Recognize and use everyday symbols	Use computers to access and organize information	Use computers and calculators	Troubleshoot and maintain systems
			Use common symbols	Operate systems	Operate and maintain systems
					Use computers to communicate
	13. Assess the Impact of Products and Systems	Collect information about everyday products	Use information to identify patterns	Design and instruments to collect data	Collect information and judge its quality
		Determine the qualities of a product	Assess the influence of technology	Use collected data to find trends	Synthesize data to draw conclusions
			Examine trade-offs	Identify trends	Employ assessment techniques
				Interpret and evaluate accuracy of information	Design forecasting techniques
The Designed World	**14. Medical Technologies**	Vaccinations	Vaccines and medicine	Advances and innovations in medical technologies	Medical technologies for prevention and rehabilitation
		Medicine	Development of devices to repair or replace certain parts of the body	Sanitation processes	Telemedicine

		Products to take care of people and their belongings	Use of products and systems to inform	Immunology	Genetic therapeutics
				Awareness about genetic engineering	Biochemistry
	15. **Agriculture and Related Biotechnologies**	Technologies in agriculture	Artificial ecosystems	Technological advances in agriculture	Agricultural products and systems
		Tools and materials for use in ecosystems	Agriculture wastes	Specialized equipment and practices	Biotechnology
			Processes in agriculture	Biotechnology and agriculture	Conservation
				Artificual ecosystems and management	Engineering design and management of ecosystems
				Development of refrigeration, freezing, dehydration, preservation, and irradiation	
	16. **Energy and Power Technologies**	Energy comes in many forms	Energy comes in different forms	Energy is the capacity to do work	Law of Conservation of energy
		Energy should not be wasted	Tools, machines, products, and systems use energy to do work	Energy can be used to do work using many processes	Energy sources
				Power is the rate at which energy is converted from one form to another	Second Law of Thermodynamics
				Power systems	Renewable and nonrenewable forms of energy
				Efficiency and conservation	Power systems are a source, a process, and a load
	17. **Information and Communication Technologies**	Information	Processing information	Information and communication systems	Parts of information and communication systems
		Communication	Many sources of information	Communication systems encode, transmit, and receive information	Information and communication systems
		Symbols	Communication	Factors influencing the design of a message	The purpose of information and communication technology
			Symbols	Language of technology	Communication systems and sub-systems
					Many ways of communicating
					Communicating through sysmbols
	18. **Transportation Technologies**	Transportation system	Transportation system use	Design and operation of transportation systems	Relationship of transportation and other technologies
		Individuals and goods	Transportation systems and subsystems	Subsystems of transportation system	Intermodalism
		Care of transportation products and systems		Governmental regulations	Transportations of services and methods
				Transportation processes	Positive and negative impacts of transportation systems
					Transportation processes and efficiency

	19. **Manufacturing Technologies**	Manufacturing systems	Natural materials	Manufacturing systems	Servicing and obsolescence
		Design of products	Manufacturing processes	manufacturing goods	Durable and non-durable goods
			Consumption of goods	Manufacturing processes	Manufacturing systems
			Chemical technologies	Chemical technologies	Interchangeablility of parts
				Materials use	Chemical technologies
				Marketing products	Marketing of products
	20. **Construction Technologies**	Different types of buildings	Modern communities	Construction designs	Infrastructure
		How parts of buildings fit	Structures	Foundations	Construction processes and procedures
			Systems used	Purpose of structures	Requirements
				Buildingd systems and sub-systems	Maintenance, alterations, and renovation
					Prefabricated materials

Economics Curriculums by Strands (*Scarcity detailed to demonstrate how the instruction for the 20 key concepts will be differentiated for each age group)

		Mastery Benchmarks by Level					
		eSTEM Elementary Public Charter School		eSTEM Middle Public Charter School		eSTEM High Public Charter School	
		Grades K- 4		Grades 5-8		Grades 9-12	
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
1. * **Scarcity** - Productive resources are limited. Therefore people can not have all the goods and services they want; as a result, they must choose some things and give up others.	Capital Resources, Choice, Consumer Economics, Consumers, Goods, Human Resources, Natural Resources, Opportunity Cost, Producers, Production, Productive Resources, Services, Wants, Entrepreneurship, Inventors, Factors of Production	People make choices because they can't have everything they want.	Identify some choices they have made and explain why they had to make a choice.	Scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and Services that can be produced using all available resources.	Work in groups representing a scout troop that has volunteered to assist at a local nursing home on Saturday morning. The nursing home has a list of 30 possible projects, all of which it would like completed. Explain why all 30 projects cannot be completed on a Saturday morning.	Choices made by individuals, firms, or government officials often have long run unintended consequences that can partially or entirely offset the initial effects of the decision.	Explain how a high school senior's decision to work 20 hours per week during the school year could reduce her lifetime income. Also, explain how an increase in the legal minimum wage aimed at improving the financial condition of some low income families could reduce the income of some minimum wage earners.

		Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity	Match a list of wants with the correct example of a good, service or leisure activity that satisfies each want.	Like individuals, governments and societies experience scarcity because human wants exceed what can be made available from all available resources.	Role play a city council meeting called to allocate a budget of $100,000. The council would like to buy four new police cars at $25,000 each, repair two senior citizen centers at $50,000 each. Explain why a choice must be made, decide how the city council should spend itsmoney, describe the trade-offs made, and identify the opportunity cost of the decision.		
		Whenever a choice is made, something is given up.	Choose a toy from a list of four toys and state what was given up.	Choices involve trading off the expected value of one opportunity against the expected value of its best alternative.	Determine the criteria for selecting a stereo and identify the trade-offs made when selecting one stereo over another.		
		The opportunity cost of a choice is the value of the best alternative given up.	Describe a situation that requires a choice, make a decision, and identify the opportunity cost.	The choices people make have both present and future consequences.	Analyze the consequences of choosing not to study for a final exam and identify when those consequences occur.		

		People whose wants are satified by using goods and services are called consumers.	Examine pictorial examples of people using goods and services and identify the goods and services being consumed.	The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies.	Individually develop a solution to a problem that affects everybody in the class and identify the opportunity cost. Compare the solutions and explain why solutions and opportunity costs differ among students.		
		Productive resources are the natural resources, human resources, and capital goods available to make goods and services.	Identify examples of natural resources, human resources, and capital goods, used in the production of a given product.				
		Natural resources, such as land, are "gifts of nature"; they are present without human intervention.	Use a resource map of Arkansas to locate examples of natural resources.				
		Human resources are the quantity and quality of human effort directed toward producing goods and services.	Draw pictures representing themselves as workers. Also, identify examples of human resources used in the production of education at their school.				
		Capital goods are goods that are produced and used to make other goods and services.	Draw a picture representing a capital good used at school. Also, identify examples of capital goods used to produce a good or service in their community.				

		Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health.	Give examples of how to improve their human capital. Explain how an athlete invests in his or her human capital.				
		Entrepreneurs are people who organize other productive resources to make goods and services.	Select an entrepreneur and identify the productive resources the entrepreneur uses to produce a good or service.				
		People who make goods and provide services are called producers.	Identify producers of five different types of goods and five different types of services.				
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
2. **Marginal Cost/Benefit -** Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are "all or nothing" decisions.	Decision making, Profit Motive, Benefit, Costs, Marginal Analysis, Profit, Profit Maximization, Cost/Benefit Analysis	Few choices are all-or-nothing decisions; they usually involve getting a little more of one thing by giving up a little of something else.	Analyze how to divide their time on a Saturday afternoon when the possibilities are raking leaves to earn money, going roller skating with friends, and shopping at the mall with their aunt. Students will identify the possible uses of their time and explain how devoting more time to one activity leaves less time for another.	To determine the best level of consumption of a product, people must compare the additional benefits with the additional costs of consuming a little more or a little less.	Solve the following problem: Your grandmother give you $30 for your birthday and you are trying to decide how to spend it. You are considering buying compact disks ($12 each), going to the movies ($5 per ticket), or taking some friends out for pizza ($7.50 per person). You do not have to spend all your money on one thing. You can use some money for one thing, and some for another. How would you spend your money	Marginal benefit is the change in total benefit resulting from an action. Marginal cost is the change in total cost resulting from an action.	Explain why beyond some point they are unwilling to buy and consume an additional slice of pizza.

		A cost is what you give up when you decide to do something.	List the costs of buying and caring for a pet.			As long as the marginal benefit of an activity exceeds the marginal cost, people are better off doing more of it; when the marginal cost exceeds the marginal benefit, they are better off doing less of it.	Apply the concepts of marginal benefit and marginal cost to an environmental policy to find the optimal amount of pollution for two firms that have substantially different costs of reducing pollution.
		A benefit is what satisfies your wants.	List the benefits of buying and caring for a pet.			To produce the profit-maximizing level of output and hire the optimal number of workers, and other resources, producers must compare the marginal benefits and marginal costs of producing a little more with the marginal benefits and marginal costs of producing a little less.	Decide how many workers to hire for a profit-maximizing car wash by comparing the cost of hiring each additional worker to the additional revenues derived from hiring each additional worker.
						To determine the optimal level of a public policy program, voters and government officials must compare the marginal benefits and marginal costs of providing a little more of a little less of the program's services.	Use the concepts of marginal cost and marginal benefit to evaluate proposals for a pollution control ordinance aimed at maximizing economic efficiency, then select the best proposal, and explain why it seems best.

Standard	Related Concepts:	Will Know:	Will Show:	Will Know:	Will Show:	Will Know:	Will Show:
3. **Allocation of Goods and Services** - Different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.	Economic Systems, Market Structure, Supply, Command Economy, Market Economy, Traditional Economy	No method of distributing goods and services can satisfy all wants.	Generate different methods of allocating student time on classroom computers, tell who gains and who loses with each distribution method, and conclude that no distribution method satisfies all wants.	Scarcity requires the use of some distribution method, whether the method is selected explicitly or not.	Describe the distribution methods used to allocate a variety of goods and services, such as, parking spaces, prison paroles, access to a new drug treatment for cancer, seats on a bus, milk, and tickets to a popular art exhibits. Then explain why a distribution method is necessary.	Comparing the benefits and costs of different allocation methods in order to choose the method that is most appropriate for some specific problem can result in more effective allocations and a more effective overall allocation system.	Examine economic systems used in different countries, select the one that provides the most effective method for allocating resources, and explain why this method is effective. Also, assess the effectiveness of various systems for allocating organ transplants, hunting and fishing licenses, elective offices, time with a parent, and access to hospital maternity facilities.

		There are different ways to distribute goods and services (by prices, command, majority rule, contests, force, first-come/first-served, sharing equally, lottery, personal characteristics, and others), and there are advantages and disadvantages to each.	Compare the advantages and disadvantages of different methods of allocating various goods and services, such as cookies, houses, student time on playground equipment at recess, elective class offices, military service in times of war or peace, and athletic championships.	There are essential differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority.	Compare the methods used to allocate work responsibilities in homes with those used to allocate work responsibilities in business. Also, compare the advantages and disadvantages of economic systems used in different countries and at different times, using as criteria broad social goals such as freedom, efficiency, fairness, and growth.		
				People in all economies must address three questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them?	Answer the three economic questions while producing a simple classroom product, such as your bracelets, greeting cards, or decorations for a school dance.		
				National economies vary in the extent to which they rely on government directives (central planning) and signals from private markets (prices) to allocate scarce goods, services, and productive resources.	Compare the relative size and responsibilities of government in several countries.		

				As consumers, people use resources in different ways to satisfy different wants. Productive resources can be used in different ways to produce	List the resources used to produce some item and identify other items that could have been made from these resources		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
4. **Role of Incentives** - People respond predictably to possitive and negative incentives.	Choice, Incentive	Rewards are positive incentives that make people better off.	List examples of rewards that are incentives for positive classroom behavior.	Responses to incentives are predictable because people usually pursue their self-interest.	Explain why they would be willing to shovel snow when temperatures are below freezing, mow lawns when their friends are going to a movie, or babysit on a weekend evening instead of going with friends to a dance.	Acting as consumers, producers, workers, savers, investors, and citizens, people respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.	Analyze the impact (on consumers, producers, workers, savers, and investors) of an increase in the minimum wage, a new tax policy, or a change in interest rates.
		Penalties are negative incentives that make people worse off.	List examples of penalties or negative incentives that discourage inappropriate behavior at home.	Changes in incentives cause people to change their behavior in predictable ways.	Predict how students' study habits will change if the grading system changes from letter grades to pass/fail to no grades.	Small and large firms, labor unions and educational, and other not-for-profit organizations have different goals and face different rules and constraints. These goals, rules, and constraints influence the benefits and costs of those who work with or for those organizations, and, therefore, their behavior.	Compare and contrast the incentives an individual might face in serving as an elected official, the owner of a small business, the president of a large company, and the director of a local United Way office.

		Both positive and negative incentives affect people's choices and behavior.	Identify examples of incentives and categorize them as positive or negative.	Incentives can be monetary or non-monetary.	Identify the monetary and non-monetary incentives related to taking a driver's education class.		
		People's views of rewards and penalties differ because people have different values. Therefore, an incentive can influence different individuals in different ways.	Identify the incentives that would encourage them to read a book, to return their library books on time, to repay money they borrow from the school cafeteria for lunch, and to complete their homework assignments on time; explain why various students respond differently to incentives to do these things. Also, explain why some students will do extra-credit work and some will not.				
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
5. **Gain from Trade** - Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals	Barriers to Trade, barter, Exports, Imports, Voluntary Exchange, Exchange, Exchange Rate	Exchange is trading goods and services with people for other goods and services or for money.	Identify exchanges they have made and tell whether they were monetary or barter exchanges.	When people buy something, they value it more than it costs them; when people sell something, they value it less than the payment they receive.	Describe recent monetary transactions they have made; as buyer or sellers. Explain why they were willing to trade.	A nation pays for its imports with is exports.	Participate in a trading simulation where students represent different countries with specific goods to sell and specific goods they want to buy; conclude that a nation pays for its imports with its exports, or by
		The oldest form of exchange is barter the direct trading of goods and services between people.	Identify current and historical examples of barter exchanges.	Free trade increases worldwide material standards of living.	Identify the benefits when a trade barrier such as sugar or automobile import quotas is eliminated.	When imports are restricted by public policies, consumers pay higher prices and job opportunities and profits in exporting firms	Analyze the political and economic implications of a proposed ban on imported televisions.

		People voluntarily exchange goods and services because they expect to be better off after the exchange.	Describe a trade they have made, such as one with baseball cards, stickers, or lunch desserts, and explain why they agreed to trade.	Despite the mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons or because some companies and workers are hurt by free trade.	Look at historical examples of periods when the United States has imposed trade barriers and explain why U.S. citizens would impose trade barriers given the mutual benefits of free trade.		
				Imports are foreign goods and services that are purchased from sellers in other nations.	Examine labels of products in their homes and compile a list of imported products and the countries from which they are imported.		
				Exports are domestic goods and services that are sold to buyers in other nations.	Determine what major products are produced in their community for export and to the countries to which they are exported.		
				Voluntary exchange among people or organizations in different countries gives people a broader range of choices in buying goods and services.	Describe how their daily lives would be different if people in the United States did not trade with people in other countries.		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

6. **Specialization and Trade** - When individuals, regions, and nations specialize in what they can produce at the lwest cost and then trade with others, both production and consumption increase.	Division of Labor, Production, Productive Resources, Specialization, Factor Endowments, Gains from Trade, Relative Price, Transaction Costs, Factors of Production, Full Employment	Economic specialization occurs when people concentrate their production on fewer kinds of goods and services than they consume.	Name several adults in the school or community who specialize in the production of a good or service (e.g., baker, law enforcement officer, teacher, etc.) and identify other goods and services that these individuals consume but do	Labor productivity is output per worker.	Produce a product using an assembly line process and compute output per worker.	Two factors that prompt international trade are international differences in the availability of productive resources and differences in relative prices.	Name three things, such as bananas, coffee and Eucalyptus oil, that cold be produced in the continental United States, although production would be very costly, and explain in terms of opportunity costs why the United
		Division of labor occurs when the production of a good is broken down into numerous separate tasks, with different workers performing each task.	Participate in a simulated assembly line and identify the separate operations and the different tasks involved.	Labor productivity is output per worker.	Produce a product using an assembly line process and compute output per worker.	Transaction costs are costs (other than price) that are associated with the purchase of a good or service. When transaction costs decrease, trade increases.	Identify transaction costs associated with the purchase of a good or service. Also, explain why each of the following encourages exchange: (1) more efficient trucks can carry larger loads for the same fuel
		Specialization and division of labor usually increase the productivity of workers.	Work individually to produce a product and then work as a member of a small group to produce the same product. Explain why more goods usually are produced when each member of the group performs a particular task in making the good.	As a result of growing international economic interdependence, economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	Explain how a tariff on imported cacao beans affects the production of chocolate candy in the United States and how it affects people in cacao- growing countries. Also, analyze data on the kinds and value of goods that Japan, Canada, Mexico, and Germany export to the United States and predict the likely effect of a recession in the United States on	Individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations.	Apply the concepts of opportunity cost and comparative advantage to the following problem: The Netherlands can produce in one day either four drill presses or eight embroidered tablecloths. Using the same amount of resources, Portugal can produce either two drill presses or seven embroidered tablecloths. Which country should specialize in drill

		Greater specialization leads to increasing interdependence among producers and consumers.	Compare the extent of specialization and interdependence of a shipwrecked sailor living on an isolated Pacific island with a family that owns a cattle			Comparative advantages change over time because of changes in factor endowments, resource prices, and events that occur in other	Explain why the United States no longer has a comparative advantage in the production of shoes
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
7. **Markets - Price and Quantity Determination** - Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and	Market Structure, Markets, Price Floor, Price Stability, Quantity Demanded, Quantity Supplied, Relative Price, Exchange Rate	A price is what people pay when they buy a good or service, and what they receive when they sell a good or service.	Identify prices they have paid for a hamburger, french fries, and a soda, and prices they have received for selling lemonade, feeding a neighbor's pet while its owner is on vacation, or	Market prices are determined through the buying and selling decisions made by buyers and sellers.	Play a market game in which buyers and sellers determine the market price for a common product, for example. wheat, apples, baseballs.	A shortage occurs when buyers want to purchase more than producers want to sell at the prevailing price.	Explain why there is usually a shortage of batteries in areas where forecasters predict a hurricane and why apple bins in grocery stores are empty when disease has
		A market exists whenever buyers and sellers exchange goods and services.	Give examples of markets in which buyers and sellers meet face-to-face and other markets in which buyers and sellers never meet.	Relative prices refers to the price of one good or service compared to the prices of other goods and services. Relative prices are the basic measures of the relative scarcity of products when	Explain in terms of relative scarcity why people are willing to pay higher prices for diamonds than for water, even though water is necessary for life and diamonds are not.	A surplus occurs when producers want to sell more than buyers want to purchase at the prevailing price.	Explain why there is often a late-season surplus of tickets available for the home contests of a baseball team that loses most of its games.
		Most people produce and consume. As producers they make goods and services; as consumers they use goods and services.	Identify people who are acting as consumers and provide examples of situations in which the students were consumers of goods and services. Identify people who are acting as producers, and provide examples of situations in which the students produced goods and services.	The market clearing or equilibrium price for a good or service is the one price at which quantity supplied equals quantity demanded.	Determine the market clearing price when given a supply schedule and a demand schedule for compact discs.	Shortages of a product usually result in price increases in a market economy; surpluses usually result in price decreases.	Explain what happened (and why) to the price of tickets to sporting events purchased from scalpers when many more people want to attend those events than the number of seats in the stadium or arena. Also, explain what will happen to the price of a rare

				If a price is above the market clearing price, it will fall, causing sellers to produce less and buyers to purchase more; if it is below the market clearing price, it will rise, causing sellers to produce more and buyers to purchase less.	Identify examples of products for which the price fell because sellers were unable to sell all they had produced; identify examples of other products for which the price rose because consumers wanted to buy more than producers were producing.	When the exchange rate between two currencies changes, the relative prices of the goods and services traded among countries using those currencies change, as a result, some groups gain and others lose.	Use the following scenarios to analyze the effects on trade of a change in exchange rates. In one year, the American dollar equaled 250 Japanese yen; in the following year, the American dollar equaled 150 yen; and in the third year, it equaled 200 yen. If a Nikon camera costs 75,000 yen and Sony Walkman radio costs 25,000 yen: (1) What will be the price in dollars of these two products in each year for an American? (2)
				An exchange rate is the price of one nation's currency in terms of another nations currency. Like other prices, exchange rates are determined by the forces of supply and demand. Foreign exchange markets allocate international currencies.	Calculate the following: (1) If the British pound is worth $1.42. How much would you have to pay in England for a compact disk that is worth $16.00? (2) If the Canadian dollar is equal to $.72 in American money. What is the Canadian equivalent of $15.00 American? (3) If it takes 1372 Italian lira to buy $1.00. How much is an Italian sweater purchased for 27,000 lira in American dollars?		

Standard	Related Concepts:	Will Know:	Will Show:	Will Know:	Will Show:	Will Know:	Will Show:
8. **Role of Price in Market System** - Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.	Non-price Determinants, Price Floor, Price Stability, Supply, Determinants of Demand, Determinants of Supply, Law of Demand, Law of Supply, Price Ceiling, Substitute Good, Price	High prices for a good or service provide incentives for buyers to purchase less of that good or service, and for producers to make or sell more of it. Lower prices for a good or service provide incentives for buyers to purchase more of that good or	Predict how consumers would react if the price of pencils rose to $10 each (and explain the prediction). Predict how they would react if the price fell to $ .01 each (and explain the prediction). Explain how produces would react in each situation.	An increase in the price of a good or service encourages people to look for substitutes, causing the quantity demanded to decrease, and vice versa. This relationship between price and quantity demanded, known	Survey students in other classes at school regarding how many glasses of orange juice students would be willing and able to buy at various prices. Analyze the data to show the relationship between price and quantity demanded. Identify the	Demand for a product changes when there is a change in consumers' incomes or preferences, or in the prices of related goods or services, or in the number of consumers in a market.	Predict the change in demand for a particular brand of jeans when an extensive ad campaign for the brand targets teenagers, their allowances double, the price of corduroy pants skyrockets, or jeans become a popular item.
				An increase in the price of a good or service enables producers to cover higher per-unit costs, causing the quantity supplied to increase, and vice versa. This relationship between price and quantity supplied is normally true as long as other factors influencing	State the number of push ups they would be willing and able to supply at various prices. State a generalization about the relationship between price, cost, and quantity supplied from the data.	Supply of a product changes when there are changes in either the prices of the productive resources used to make the good or service, the technology used to make the good or service, the profit opportunities available to producers by	Predict the changes in supply and market price for domestic cars when the cost of labor increases, more robotics are used to produce cars, the prices of domestic utility vehicles rise, or when the number of imported vans increases.
				Markets are interrelated; changes in the price of one good or service can lead to changes in prices of many other goods and services.	Explain how a decrease in the price of VCRs can cause a decrease in the price of popcorn at movie theaters.	Changes in supply or demand cause relative prices to change; in turn, buyers and sellers adjust their purchase and sales decisions.	Identify products that have become more or less expensive compared to other products as a result of changes in supply and demand and explain how the price changes affected production and consumption decisions.

				Scarce goods and services are allocated in a market economy through the influence of prices on production and consumption decisions.	Use flowcharts to illustrate the decisions of producers and consumers when the price of peanuts rises and when the piece of oil falls, and explains why producers and consumers behave in this way.	Government-enforced price ceilings set below the market-clearing price and government-enforced price floors set above the market-clearing price distort price signals and incentives to producers and consumers. The price ceilings cause persistent shortages, while	Describe what is likely to happen if the government imposes a binding price ceiling on gasoline and a binding price floor on milk.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
9. **Role of Competition** - Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to but. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	Market Structure, Non-price Competition, Levels of Competition	Competition takes place when there are many buyers and sellers of similar products.	Identify competitors in their community, using the yellow pages of the telephone book.	Sellers compete on the basis of price, product quality, customer service, product design and variety, and advertising.	Give examples of price and nonprice competition in the athletic shoe market.	The pursuit of self-interest in competitive markets generally leads to choices and behavior that also promote the national level of economic well-being.	Explain how people motivated by their own self-interest help market economies promote national well-being as long as there is active competition among buyers and sellers.

		Competition among sellers results in lower costs and prices, higher product quality, and better customer service.	Explain how the opening of a second pizza shop in a small community affects prices, profits, service, and quality.	Competition among buyers of a product results in higher product prices.	Play several rounds of a market game in which the number of buyers is changed dramatically in each round and explain the impact of these changes on price.	The level of competition in an industry is affected by the ease with which new producers can enter the industry and by consumers' information about the availability, price and quantity of substitute goods and services.	Explain why, in the last ten years, there have been no U.S. companies emerging to manufacture locomotives, but many emerging to manufacture silk screen T-shirts and sports clothing. Also, predict what happened to prices of resold tickets to sporting events after Arizona required all ticket scalpers
				The level of competition in a market is influenced by the number of buyers and sellers.	Estimate of the number of producers and consumers of cereals, guided missiles, agricultural products and electricity, and generalize about the relationship between the	Collusion among buyers or sellers reduces the level of competition in a market. Collusion is more difficult in markets with large numbers of buyers and sellers.	Explain why collusion is more likely to work among international airlines than among U.S. farmers who produce wheat.
						The introduction of new products and production methods by entrepreneurs is an important form of competition and is a source of technological progress and economic growth.	Create a timeline showing notable twentieth-century American entrepreneurs' products and production methods and write a brief essay on their impact on economic growth, competition, technological
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

10. **Role of Economic Institutions -** Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.	Legal and Social Framework, Mortgage, Borrower, Interest, Labor Union, Legal Forms of Business, Legal Foundations of a Market Economy, Nonprofit Organization, Property Rights, Banking	Banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	Explain the relationship between saving money and earning interest and borrowing money and paying interest, after participating in an activity in which they role play savers and borrowers.	Banks and other financial institutions channel funds from savers to borrowers and investors.	Listen to a presentation on the role banks play in channeling funds from savers to borrowers and investors and draw a diagram showing the role that financial intermediaries play among savers, borrowers, and investors.	Property rights, contract enforcement, standards for weights and measures, and liability rules affect incentives for people to produce and exchange goods and services.	Predict what might happen if there were no legal way to settle boundary disputes or if every state had its own system of weights and measures or currency; explain how strict liability for product defects affects the behavior of consumers and producers and how it affects the price of a good or service.
		Saving is the part of income not spent on taxes or consumption.	Plan a budget for an allowance. The budget will include spending for goods and services, charitable donations, sales taxes, and saving.	Through the process of collective bargaining with employers, labor unions represent some workers in negotiations involving wages, fringe benefits, and work rules.	Read about the establishment of the AFL-CIO; explain why it emerged and what procedures it used to gain benefits for its members.	Incorporation allows firms to accumulate sufficient financial capital to make large-scale investments and achieve economies of scale. Incorporation also reduces the risk to investors	Play the role of a business consultant hired to advise a partnership on the advantages it could enjoy by incorporating; write a letter outlining these benefits for their client.
				Not-for-profit organizations are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.	Identify a not-for-profit organization and explain the rationale for its tax exemption or explain why it should not be tax exempt.		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

11. **Role of Money** - Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Exchange, Money Management, Money Supply, Currency, Definition of Money, Money, Characteristics of Money, Functions of Money	Money is anything widely accepted as final payment for goods and services.	Identify things that have been used as money at different times and in different societies. Explain why some things can be used effectively for money and some things cannot.	As a store of value, money makes it easier for people to save and defer consumption until the future.	Demonstrate their understanding of money as a "store of value" in responding to the following: A tomato farmer wants to save money for his five-year old daughter's college education. Why is he better off selling his tomatoes for money and saving the money than he would be if he	The basic money supply in the United States consists of currency, coins, and checking account deposits.	Select examples of money from a collection of pictures that show coins, currency, checking accounts, savings account passbooks, ATM cards, and various types of credit cards and explain whether each is considered money.
		Money makes trading easier by replacing barter with transactions involving currency, coins, or checks.	List five goods and services they want, and describe ways of obtaining these goods and services, without using money. Then explain why using money makes it easier to get the same five items.	As a unit of account, money is used to compare the market value of different goods and services.	Explain how they can use relative prices to compare the value of three different fruits.	In many economies, when banks make loans, the money supply increases; when loans are paid off, the money supply decreases.	Demonstrate how successive deposits and loans by commercial banks, resulting from one new deposit in the banking system, cause the money supply to expand and how repayments of
		People consume goods and services, not money; money is useful primarily because it can be used to buy goods and services.	Decide whether they would rather have a suitcase full of money or one full of food when stranded on a deserted island, and explain their answer.			In many economies, when banks make loans, the money supply increases; when loans are paid off, the money supply decreases.	Demonstrate how successive deposits and loans by commercial banks, resulting from one new deposit in the banking system, cause the money supply to expand and how
		Producers use natural resources, human resources, and capital goods, (not money) to make goods and services.	Explain why, when given money, they are unable to produce paper weights to sell at the forthcoming school craft fair unless they exchange the				

		Most countries create their own currency for use as money.	Identify the currencies they would want to buy if they were going on a trip to Brazil, France, Romania, Vietnam, Australia, Japan and Kenya.				
Standard	**Related Concepts:**						
12. **Role of Interest Rates** - Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.	Interest Rate, Monetary Policy, Real v. Nominal, Risk, Investing, Savers, Savings					An interest rate is a price of money that is borrowed or saved.	Identify the current rates of interest on different kinds of savings instruments and different kinds of loans.
						Like other prices, interest rates are determined by the forces of supply and demand.	Determine the interest rate on 30-year fixed-rate conventional home mortgages over the last 15 years and explain why this rate rose
						The real interest rate is the nominal or current market interest rate minus the expected rate of inflation.	Collect data on the rate of inflation and interest rates for various kinds of loans and savings instruments over the past 15 years. Discuss the relationship between the observed inflation rates and expected rates of inflation in any

						Higher real interest rates provide incentives for people to save more and borrow less. Lower real interest rates provide incentives for people to save	Collect data on interest rates, the rate of inflation, and new housing starts over the past 25 years. State how changes in real interest rates affect people's decisions to
						Real interest rates normally are positive because people must be compensated for deferring the use of resources from the present into the future.	Explain why people who save money receive interest payments while people who borrow money make interest payments.
						Riskier loans command higher interest rates than safer loans because of the greater chance of default on the repayment of the risky loan.	Explain why there are usually differences in interest rates for new and used car loans, or 15-year versus 30-year mortgages, and for individuals with good and bad credit ratings.
						Higher interest rates reduce business investment spending and consumer spending on housing, cars, and other major purchases. Policies that raise interest rates can be used to reduce these kinds of spending while	Identify periods over the past ten years when the Federal Reserve System tried to increase interest rates in order to reduce business investment and consumer spending.
Standard		**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

13. **Role of Resources in Determining Income** - Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.	Human Resources, Derived Demand, Functional Distribution of Income, labor, labor Market, Marginal Resource Product, Personal Distribution of Income, Wage, Aggregate Demand (AD), Aggregate Supply	Labor is a human resource that is used to produce goods and services.	Identify human resources in their community and the goods and services they produce.	Employers are willing to pay wages and salaries to workers because they expect to be able to sell the goods and services that those workers produce at prices high enough to cover the wages and salaries and all other costs of	Ask owners of fast-food restaurants why they are willing to pay a wage or salary to workers and conclude that restaurant owners do so because they expect to be able to sell the food and services produced at a price high enough to cover the	Changes in the structure of the economy, the level of gross domestic product, technology, government policies, and discrimination can influence personal income.	Review income data for jobs in manufacturing and service industries over the last 25 years. Explain how changes in the structure of the economy, gross domestic product, technology, government, prices, and discrimination
		People can earn income by exchanging their human resources (physical or mental work) for wages or salaries.	Collect data from adults regarding their reasons for working, analyze the data, and generalize about why people work.	To earn income people sell productive resources. These include their labor, capital, natural resources, and entrepreneurial talents.	Survey several adults regarding their sources of income, and conclude that the largest portion of personal income for most people comes from wages and salaries	in a labor market, in the absence of other changes, if wage or salary payments increase, workers will increase the quantity of labor they supply and [illegible]	Explain the impact of an increase in the minimum wage on their ability to secure an after-school job and the impact of the increase on their willingness to work.
				A wage or salary is the price of labor; it usually is determined by the supply of and demand for labor.	Participate in a market simulation as employers and employees to determine wage rates for labor	Changes in the prices for productive resources affect the incomes of the owners of those productive resources and the combination of [illegible]	Construct a flow chart to show how a change in a resource price affects producers and workers in a particular production process.
				More productive workers are likely to be of greater value to employers and earn higher wages than less productive workers.	Decide which workers to hire and explain the hiring decisions, given a list of job applicants with different levels of productivity.	Changes in demand for specific goods and services often affect the incomes of the workers who make those goods and services	List three careers that are expected to provide new job openings and explain why. List three careers that are expected to experience a decline in job openings and

				People's incomes, in part, reflect choices they have made about education, training, skill development, and careers. People with few skills are more likely to be poor.	Consider a career choice, research the amount of education required and the medium income for this career. Identify reasons why high school dropouts frequently end up in poverty.	Two methods for classifying how income is distributed in a nation the personal distribution of income and the functional distribution reflect, respectively, the distribution of income among different groups of households and the	Identify the major change in functional distribution of income in the United States between the 1780s and the 1990s. Also, determine if there have been significant changes in the personal income distribution in the United States over the past 50
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
14. **Profit and the Entrepreneur** - Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.	Taxation, Costs, Costs of Production, Entrepreneur, Risk, Taxes, Cost/Benefit Analysis, Innovation, Entrepreneurship, Inventors	Entrepreneurs are individuals who are willing to take risks, to develop new products, and start new businesses. They recognize opportunities, like working for themselves, and accept challenges.	Read a children's book about an entrepreneur. Identify the main character's entrepreneurial characteristics and compare their own entrepreneurial characteristics with those of the main character.	Entrepreneurs compare the expected benefits of entering a new enterprise with the expected costs.	Read short biographies of various entrepreneurs and identify the risks each entrepreneur faced and the entrepreneur's incentive(s) for accepting the risk.	Entrepreneurial decisions affect job opportunities for other workers.	Identify an entrepreneur and describe how the entrepreneur's decisions affect job opportunities.
		An invention is a new product. Innovation is the introduction of an invention into a use that has economic value.	Identify three examples each of inventions and innovations.	Entrepreneurs accept the risks in organizing resources to produce goods and services because they	Interview an entrepreneur to learn why he or she was willing to start a new business.	Entrepreneurial decisions are influenced by government tax and regulatory policies.	Explain how entrepreneurial activity is affected by a tax policy that affects income from profits and capital
		Entrepreneurs often are innovative. They attempt to solve problems by developing and marketing new or improved products.	Solve a problem by creating a new use for an existing product such as a wire coat hanger, thimble, or shoulder pads. Also develop an advertising	Entrepreneurs and other sellers earn profits when buyers purchase the product they sell at prices high enough to cover the costs of production	Analyze simple profit and loss statements and conclude that entrepreneurs or other sellers earn profits when their total revenues exceed their total		

				Entrepreneurs and other sellers incur losses when buyers do not purchase the products they sell at prices high enough to cover costs of	Identify a restaurant that went out of business and give reasons why this might have occurred.		
				In addition to profits, entrepreneurs respond to other incentives including the opportunity to be their own boss, the chance to achieve recognition, and the satisfaction of creating new products or improving existing ones. In addition to financial losses, other	Read short biographies of several entrepreneurs, list the pertinent characteristics of each entrepreneur, and make a generalization about the non-financial incentives that motivate entrepreneurs and the risks or disincentives entrepreneurs		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

15. **Growth** - Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.	Incentive, Interest Rate, Opportunity Cost, Production, Technological Changes, Trade-off, Trade-offs among goals, Human Capital, Intensive Growth, Investment, Physical Capital, Productivity, Risk, Standard of Living, Economic Efficiency, Economic Wquity, Economic freedom, Economic Growth, Economic Security, Investing, Business, Businesses and Households,	When workers learn and practice new skills they are improving their human capital.	Explain why professional athletes often have training equipment in their homes.	Standards of living increase as the productivity of labor improves.	Analyze data on labor productivity and material standards of living. Draw a generalization about the relationship between the two. Also, tell how the living standards of their families would probably change if the productivity of every worker in the United States were to increase by 20 percent.	Economic growth is a sustained rise in a nation's production of goods and services. It results from investments in human and physical capital, research and development, and technological change, and from improved institutional arrangements and incentives.	Analyze per capita real GDP data for several periods in history, identifying periods during which the Untied States experienced rapid economic growth, identify the factors that contributed to this growth.
		Workers can improve their productivity by improving their human capital.	Make a pressman's hat out of newspaper with no instructions, record how much time it took them to make the hat, and discuss the quality of the finished product. After receiving instruction on how to make the hat, and given time to practice, repeat the activity, record how long it takes to	Productivity is measured by dividing output (goods and services) by the number of inputs used to produce the output. A change in productivity is a change in output relative to input.	Participate in a simulated production process in which they calculate productivity and analyze changes that occur through investment in human capital and capital goods.	Historically, economic growth as been the primary vehicle for alleviating poverty and raising standards of living.	Compare the standard of living of individuals living in the United States in 1790, 1890, and 1990; explain the relationship between higher production levels, new technologies, and standard of living.

		Workers can improve their productivity by using physical capital such as tools and machinery.	Complete a basic math worksheet using pencil and paper in a given amount of time; correct the work and record the number of problems completed and the number of correct answers. Repeat the activity, using calculators; correct the work, record the number of	Technological change is an advance in knowledge leading to new and improved goods and services and better ways of producing them.	Create a timeline showing at least five new products that have occurred over the last 25 years. Also, explain how technological change led to this new or improved product.	Economic growth creates new employment and profit opportunities in some industries, but growth reduces opportunities in others.	Tell how growth in the computer industry affects employment and profit opportunities in the computer industry as compared to the typewriter industry.
				Increases in productivity result from advances in technology and other sources.	Study data about technological development and labor productivity for the last 25 years in the United States, India, Haiti, and Germany. Generalize about the relationship between technological	Investments in physical and or human capital can increase productivity, but such investments entail opportunity costs and economic risks.	Engage in a simulated production activity involving investment in human capital and capital goods and identify the opportunity costs and economic risks.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

16. **Role of Government** - There is an economic role for government in a market economy whenever the benefits of a government policy outweighs its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.	Externalities, Income, Natural Monopoly, Redistribution of Income, Role of Government, Taxation, Transfer Payments, Bonds, Distribution of Income, Income Tax, maintaining Competition, Monopolies, Negative Externality, Non-clearing Markets, Positive Externality, Property Rights, Public Goods, Maintaining Regulation, Taxes, Regulation, Government	Governments provide certain kinds of goods and services in a market economy.	Brainstorm a list of goods and services not privately produced and explain how these goods and services are paid for.	Public goods and services provide benefits to more than one person at a time, and their use can not be restricted to only those people who have paid to use them.	Explain why tax dollars are used to produce national defense, elementary school education, and roads. Explain why, without government, these services would not be provided in the private sector.	Markets do not allocate resources effectively if: (1) property rights are not clearly defined or enforced, (2) externalities (spillover effects) affecting large numbers of people are associated with the production or consumption of a product; or (3) markets are not competitive.	Identify at least three economic roles of our government and cite a specific example of each.
		Governments pay for the goods and services they use or provide by taxing or borrowing from people.	Apply knowledge of the role of government in the economy in responding to the following question: Your community wants a new bridge. Who will pay for this bridge and how will they get the money? Why is this the	If a good or service cannot be withheld from those who do not pay for it, providers expect to be unable to sell it and, therefore, will not produce it. In market economies, governments	Answer the following questions: If the national, state, and local governments had no power to tax, what goods and services would we have to do without?		
				In the United States, the federal government enforces antitrust laws and regulations to try to maintain effective levels of competition in as many markets as possible; frequently, however, laws and regulations also	Explain why the Federal Trade Commission might prevent the purchase of one large corporation by its closest competitor and what the effects might be on consumers, producers, and workers if the sale were allowed		

				Most federal government tax revenue comes from personal income and payroll taxes. Payments to social security recipients, the costs of national defense, medical expenditures, and interest payments on the national	Use data from the U.S. federal budget to construct two pie charts one representing major categories of federal revenue and one representing major categories of federal expenditures.	An important role for government in the economy is to define, establish, and enforce property rights. A property right to a good or service includes the right to exclude others from using the good or service and the right to	Predict what would happen to some land they own if they had no right to restrict its use by other or if they found crude oil on this land but had no right to sell it.
				Most state and local government revenues come from sales taxes, grants from the federal government, personal income taxes, and property taxes. The bulk of state and local government revenue is spent is for education	Compare the various sources of state and local revenues and various categories of state and local expenditures in their state and community with those for the U.S. federal government.	Property rights provide incentives for the owners of resources to weigh the value of present uses against the value of conserving the resources for future use.	Analyze the following scenario and predict probable economic and social consequences: To save money, Congress passes, and the President signs into law, a bill that makes it illegal for any government to settle disputes
						Externalities exist when some of the costs and benefits associated with production and consumption fall on someone other than the producers or consumers of the	Explain why there is a role for government in dealing with pollution, vaccinations and medical research; recommend what this role would be.
						A natural monopoly producer can supply total output in a market at a cost that is lower than when two or more producers divide production, competition may be impossible. In the absence of competition, government	Explain why there is usually only one local water supplier.

						Governments often redistribute income directly when individuals or interest groups are not satisfied with the income distribution resulting from markets; governments also redistribute income indirectly as side-effects of other	Describe three government assistance programs, explain why government provides them, and determine which groups in the economy benefit from them and which groups bear the costs to fund them.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
17. **Using Cost/Benefit Analysis to Evaluate Government Programs** - Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.	Cost/Benefit Analysis, Benefit, Costs, Special Interest Group, barriers to Trade					Citizens, government employees, and elected officials do not always directly bear the costs of their political decisions. This often leads to policies whose costs outweigh their benefits for society.	Predict the costs that would be imposed on the public if federal taxes were reduced and the budget was balanced by Congress, and explain how political goals conflict with economic goals.
						Incentives exist for political leaders to implement policies that disperse costs widely over large groups of people and benefit	Explain why a political leader would support an idea that helps only a few while harming many, such as a tariff on imported luggage or import quotas

						incentives exist for political leaders to favor programs that entail immediate benefits and deferred costs; few incentives favor programs promising immediate costs and deferred benefits, even though the latter programs are	Explain why, although most Americans say they are in favor of reducing the deficit, Congress doesn't vote to increase taxes.
						Although barriers to international trade usually impose more costs than benefits, they are often advocated by people and groups who expect to gain substantially from them. Because the costs of these barriers are typically spread over a large number of people who each pay only a little and may not recognize the cost, policies supporting trade barriers are often	Analyze the following scenario: The United States allows Taiwan to export shirts to this country without placing a tariff on the imports. The Taiwanese can produce shirts at half the cost of shirts produced by American manufacturers. What groups in the United States and in Taiwan will be helped, and what groups will be hurt, if the United States continues the
						Price controls are often advocated by special interest groups. Price controls reduce the quantity of goods and services produced, thus depriving consumers of some goods and	Explain the statement, Removing rent controls in New York City is good economics but bad politics. Also, explain who would gain and who would lose as a result of 10 percent ceiling on
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

18. **Macroeconomy - Income/Employment, Prices** - A nation's overall evels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.	Gross Domestic Product (GDP), Macroeconomic Indicators, Nominal GDP, Per Capita GDP, Potential GDP, Real GDP, Circular Flow			Gross Domestic Product (GDP) is a basic measure of a nation's economic output and income. It is the total market value, measured in dollars, of all final goods and services produced in the economy in one year.	Explain what GDP is and how it can be used to describe a country's economic output over time, comparing outputs from year to year.	Nominal GDP is measured in current dollars; thus, an increase in GDP may reflect not only increases in the production of goods and services, but also increases in prices. GDP adjusted for price changes is called "real GDP." Real GDP per capita is a measure that permits	Gather current and historical data on real per capita GDP for the United States, Japan, Somalia, and South Korea and state a relationship between real GDP and standard of living.
				Per capita GDP is GDP divided by the number of people living in a country.	Determine the per capita GDP for several countries, given data on population and GDP for each country. Identify a few other countries whose per capita GDP is similar to that of the United States.	The potential level of real GDP for a nation is determined by the quantity and quality of its natural resources, the size and skills of its labor force, and the size and quality of its stock of capital	Locate and analyze relevant data from appropriate reference materials to assess the validity of the following statement: It is doubtful that many of the countries of Sub-Saharan Africa
				When consumers make purchases, goods and services are transferred from businesses to households in exchange for money payments. That money is used in turn by businesses to pay for productive resources (natural, human, and capital), and to pay taxes.	Draw and label a circular flow diagram and explain the interrelated roles of households, businesses, and government in the economy.	One person's spending is other people's income. Consequently, an initial change in spending (consumption, investment, government, or net exports) usually results in a larger change in national levels of income, spending, and output.	Read the following scenario and analyze the effects on the economy. A visitor comes into a community and spends $100 on a single purchase at a video store. The video store's income is higher by $100. It spends $80 of the money to pay the telephone bill, which now

						When desired expenditures for consumption, investment, government spending, and net exports are greater than the value of a nation's output of final goods and services, GDP rises, and	Describe the effect on the economy when desired expenditures for consumption, investment, government spending, and net exports exceed the value of a nation's output of final goods and
						When desired expenditures for consumption, investment, government spending, and net exports are less than the value of a nation's output of final goods and services, GDP decreases and	Describe the effect on the economy when desired expenditures for consumption, investment, government spending, and net exports are less than the value of a nation's output of final goods and
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

19. **Unemployment and Inflation -** Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many peopleand benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.	Types of Unemployment, Causes of Inflation, Consumer Price Index (CPI), Deflation, Labor Force, Unemployment, Unemployment Rate, Inflation	Inflation is an increase in most prices; deflation is a decease in most prices.	Determine in which years inflation occurred and in which years deflation occurred, given the prices for a market basket of goods and services for three different years.	When unemployment exists, an economy's production is less than potential GDP and some labor resources are not used.	Identify goods or services that could be produced if the local community's unemployed had jobs. Draw a flow chart that shows the ripple effect resulting from unemployment in a particular industry or community.	The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for work.	Calculate the unemployment rate for the following problem: Berks County has 200,000 people. Of that population 70,000 are full-time housewives, students, children, retired people, or people not looking for work. Of the remaining residents of Berks County, 110,000 people have jobs.
		Unemployment exists when people who are willing and able to work do not have jobs.	Apply the standard definition of an unemployed person by explaining why retired people and students are not considered unemployed.	The labor force consists of people age 16 and over who are employed or actively seeking work.	Determine whether each of the following is counted as a member of the labor force: (1) an elementary school student who has a paper route; (2) an army captain; (3) a retired butcher; (4) an insurance salesperson; (5) a woman who has decided not to work outside the home until her children are in school; and (6) a 42-year old civil engineer who	The unemployment rate is an imperfect measure of unemployment because it does not: (1) include workers whose job prospects are so poor that they are discouraged from seeking jobs, (2) reflect part-time workers who are looking for full-time work.	Explain why the following may be true: A weekly news magazine reports that the current unemployment statistic does not accurately reflect the true impact of unemployment.

				Inflation reduces the value of money.	Interview someone aged 50-59 years old about grocery prices. Compare the groceries that could be purchased for $10 in 1967 with those that can be	Unemployment rates differ for people of different ages, races, and sexes. This reflects differences in work experience, education,	Give examples of each type of unemployment, analyze the differences among them, and identify which types cause more serious problems in the economy.
				When people's incomes increase more slowly than the inflation rate, their purchasing power declines.	Compare the prices of a market basket of goods in 1980 with similar prices today. Explain how inflation reduces purchasing power for people whose income is fixed or increasing slower	Explain why some people are unemployed when the economy is said to be functioning at full employment.	Full employment means that the only unemployed people in the economy are those who are changing jobs.
						The consumer price index (CPI) is the most commonly used measure of price-level changes. It can be used to compare the price level in one year with price levels in earlier	Determine the current price for a pair of designer sunglasses that cost $50 in 1982-84, assuming the price has increased at the average rate of inflation.
						Expectations of inflation may lead to higher interest rates.	Explain their answer to the following question: If you were going to lend $100 to someone for a year, would you ask for more or less interest if you expected the prices of most

						The costs of inflation are different for different groups of people. Unexpected inflation hurts savers and people on fixed incomes, it helps people who have borrowed money at a fixed rate of interest.	For each of the following cases, tell who would be harmed by an unexpected 10 percent inflation rate, who would benefit, and explain why: (1) Mike's retirement income is $24,000 a year; (2) Bonnie borrowed $5,000 last year and must pay it back at the end of this year; (3) John lent the $5,000 to Bonnie last year and will be paid back at the end of this year; (4) Bob and Mary bought several houses as an investment 10
						Inflation imposes costs on people beyond its effects on wealth distribution because people devote resources to protect themselves from expected inflation.	Identify assets people can buy to protect themselves financially against inflation and discuss how much time people spent with this problem in times of high inflation (e.g.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

20. **Monetary and Fiscal Policy**- Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.	Inflation, National Debt, Tools of the Federal Reserve, Discount Rate, Federal Budget, Fiscal Policy, Monetary Policy, Open Market Operations, Reserve Requirements, Budget, Budget Deficit, Central Banking System, Budget Surplus, Causes of Inflation					Fiscal policies are decisions to change spending and tax levels by the federal government. These decisions are adopted to influence national levels of output, employment, and prices.	Identify historical examples of fiscal policies and explain whether these policies were adopted to influence levels of output, employment, prices, or all three.
						In the short run, increasing federal spending and/or reducing taxes can promote more employment and output, but these policies also put upward pressure on the price level and interest rates. Decreased federal spending and/or increased taxes tend to lower price levels and interest	Outline the fiscal policies they would recommend to correct each of the following: (1) rising unemployment and (2) rising inflation. Explain each recommendation.
						In the long run, the interest-rate effects of fiscal policies lead to changes in private investment spending by businesses and individuals that partially, if not entirely, offset the output and employment effects of fiscal policy.	Explain why an additional $2 billion of federal spending on highways, financed by federal government borrowing, can reduce private investment spending in the economy in the long run.

						The federal government's annual budget is balanced when its revenues from taxes and user fees equal its expenditures. The government runs a budget deficit when its expenditures exceed its revenues. The government runs a surplus when	Determine whether the budget is in surplus, in deficit, or is balanced, and whether the effect upon the economy is contractionary, expansionary, or neutral if the government receives $800 billion in taxes and (1) government
						when the government runs a budget deficit, it must borrow from individuals, corporation, or financial institutions to	Explain that the federal debt is financed through the sale of government securities and identify the percentage of
						the national debt is the total amount of money the federal government owes. This is the accumulated sum of its annual deficits and surpluses. The government pays interest on the	Explain the difference between the budget deficit and national debt. Then determine how long it would take to pay off all of the national debt at the current rate of GDP if all GDP were
						In the long-run, inflation results from increases in a nation's money supply that exceed increases in its output of goods and services.	Explain why inflation occurs after participating in two rounds of an auction where the number of goods available remains constant, but the money in

						Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money and the availability of credit. Changes in the money supply can influence overall levels of spending, employment, and prices in the economy by inducing changes in	Write an article for the business section of the local newspaper explaining what monetary policy is and how changes in monetary policy affect the money supply and interest rates. Using this information, advise a teenager about taking out a car loan and his/her opportunities for obtaining summer employment in the
						The major monetary policy tool that the Federal Reserve System uses is open market purchases or sales of government securities. Other policy tools used by the Federal Reserve System include increasing or decreasing the discount rate charged on loans it makes to commercial banks and raising or lowering reserve requirements for commercial banks.	Play the roles of members of the Federal Open Market Committee and decide for each of the headlines below whether they would recommend an expansionary policy or a contractionary policy and whether government securities should be purchased or sold. Newspaper headlines: Unemployment Rate Soars New Housing Starts Rise CPI Rises for Third Consecutive Month

Education

Dr. T. Kenneth James, Commissioner

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October 15, 2007

Caroline Proctor, Ph.D.
301 Graduate Education
University of Arkansas
Fayetteville, AR 72701

Re: Notice of Appeal/State Board Meeting
e-STEM Middle Public Charter School

Dear Charter Applicant and Affected School District(s):

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Little Rock School District will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

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OCT 16 2007
CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts
Superintendent Gary Compton, Bentonville School District

School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
Superintendent Alvin Lievsay, Huntsville School District
School Board President Dale Phillips, Huntsville School District
Superintendent Wayne Thompson, Lee County School District
School Board President Pearlethe Collins, Lee County School District
Superintendent Frank Holman, Lincoln School District
School Board President Gary Morris, Lincoln School District
Interim Superintendent Linda Watson, Little Rock School District
School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
School Board President Michael Williams, Marvell School District
Superintendent Barry Scott, McCrory School District

School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
School Board President Trent Cox, North Little Rock School District
Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
Superintendent Don Collins, Palestine-Wheatley School District
School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
School Board President Tyrus R. Reed, Prairie Grove School District
Superintendent James Sharpe, Pulaski County Special School District
School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

e-STEM Middle Public Charter Schools, Inc.

2 October 2007

VIA CERTIFIED MAIL

10-04-07 AC8:26 RCVD

State Board of Education Office
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201

RE: Notice of Appeal

Dear Ladies and Gentlemen;

e-STEM Middle Public Charter Schools, Inc. (*e*-STEM Middle) has filed an application to establish an open-enrollment charter school ("*e*-STEM Middle Public Charter School") within the Little Rock School District (LRSD). On Thursday, September 27, 2007 the LRSD board voted 6-1 to disapprove *e*-STEM Middle's application to operate an open enrollment public charter school within their boundaries. The reason given was concern about the potential financial impact a competitive public charter school would have on the LRSD.

Please accept this letter as *e*-STEM Middle's written notice of appeal pursuant to Act 736 of 2007, §6-23-302(d)(1) et seq., which provides an applicant's right to appeal the local district decision to the state board for an appeal hearing, to be held within 45 days of the receipt of this letter.

e-STEM Middle holds the LRSD board in high esteem, and it is our desire to work collaboratively to improve public education for all children in Pulaski County and the State of Arkansas.

The expressed reason for disapproval by the LRSD board was a primary concern about the financial impact the charter would have on the district. We argue that finding alone ineffectual as a basis to disapprove the charter application submitted. Although there are no standing decisions from courts setting precedent for Arkansas, courts in New Jersey, New York, Florida and Colorado have opined that denial of charter applications on the basis of potential financial impact on other schools is invalid.

Additionally, the argument that the loss of students to a charter school will leave the local district unable to provide a quality education for those students remaining is a simplistic, incorrect assertion. Actually, the opposite is true. As you can see on the attached sheet, if 1,054 students leave the LRSD their expenses for educating those students will decrease by $12,545,762, while their loss of revenue will be only $6,649,782 (the district will retain all desegregation

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supplemental funding; ad valorem tax, turn back, etc., only certain per pupil funding follows the child to the charter). This will leave the LRSD with funding that can be redistributed to the remaining students at the rate of $231 per student.

Further, there is no doubt that the legislature considered the potential financial consequences of the Act on the existing school districts and, ultimately, decided that this impact is outweighed by the educational needs of our children. Hence, this objection would be more appropriately addressed through the legislature.

e-STEM Middle has timely submitted its application in strict compliance with all statutory and regulatory requirements. *e*-STEM Middle's application sets forth an educational scheme addressing each and every purpose set forth in the legislative intent section of the Arkansas Charter Schools Act of 1999, as amended 2007, *Ark. Code Ann. § 6-23-102.*

Ark. Code Ann. § 6-23-304, entitled "Requirements -- Preference for certain districts," provides as follows:

> (b) The state board shall give preference in approving an application for a charter school to be located in any public school district:
>
> (1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
>
> (2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or
>
> (3) Where the district has been classified by the Department of Education in some phase of school improvement status under § 6-15-426.

Accordingly, the Arkansas Department of Education promulgated rule/regulation 10.03, entitled "Preference for Approval of Open-Enrollment Charters," which reads as follows:

> The state board shall give preference in approving an application for a charter school to be located in any public school district:
>
> 10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;
>
> 10.3.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann.§ 6-15-428; or

10.03.3 Where the district has been classified by the Department of Education as showing the greatest need for school improvement under Ark. Code Ann.§ 6-15-426.

The *e*-STEM Middle will be located in a district which meets not one, but all three of the criteria established for giving preference to an applicant. The state average for students qualifying for Free or Reduced Lunch eligible status is 53.57%. The percent of eligible students in the LRSD is 61%.

Last year, the LRSD had 18 schools classified as schools in need of improvement for failure to meet minimum AYP standards, and this year that number is 24. Reports published in the *Arkansas Democrat Gazette* last year reported that the mandatory parental notification made by LRSD correctly advised middle school students of their "right" to request a transfer into another school within the district which was not in academic distress ... but had to inform parents there were no alternatives. Therein lays one need for this open enrollment charter school. Choice for parents and a laboratory for innovation are the other reasons for the need.

e-STEM Middle respectfully requests that the local district's objection be held for naught; that the State Board approve the application; and for all other necessary and proper relief to which the students of Pulaski County, Arkansas, are entitled.

Respectfully submitted,

Lewis D. Jones, Jr., Trustee

Cc: file
LRSD Board

Proposed Charter	Total Enrollment Yr. 1	Projected Enrollment from LRSD	State Foundation Aid & Enhancement ($5,700)	State Prof. Dev. ($41)	ELL ($293 x 10% enroll.)	NSLA ($440 x 65% of enroll)	Spec. Educ. ($1,000 x 12% of enroll)	Fed. Categorical ($350 x FR/L))	Tot. Rev.& Fund Bal.	$ Per Pupil
e-STEM Elem.	360	270	$ 1,539,000	$ 11,070	$ 7,911	$ 77,220	$ 32,400	$ 61,425	$ 1,729,026	$ 6,404
e-STEM Middle	396	297	$ 1,692,900	$ 12,177	$ 8,790	$ 84,942	$ 35,640	$ 67,568	$ 1,902,017	$ 6,404
e-STEM High	100	75	$ 427,500	$ 3,075	$ 2,344	$ 21,450	$ 9,000	$ 17,063	$ 480,432	$ 6,404
										$ 6,404
										$ 6,404
Covenant Keepers	180	162	$ 823,400	$ 6,642	$ 4,688	$ 46,332	$ 19,440	$ 36,855	$ 937,357	$ 6,404
										$ 6,404
Learn. For Life	150	150	$ 855,000	$ 6,150	$ 4,395	$ 42,900	$ 18,000	$ 34,125	$ 960,570	$ 6,404
										$ 6,404
LISA	300	100	$ 570,000	$ 4,100	$ 2,930	$ 28,600	$ 12,000	$ 22,750	$ 640,380	$ 6,404
Total	1486	1054	$ 5,907,800	$ 43,214	$ 31,058	$ 301,444	$ 126,480	$ 239,786	$ 6,649,782	
LRSD	26,600								$ 316,623,832	$ 11,903

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

September 26, 2007

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 27, 2007, at 810 West Markham Street. At that time, the Board voted unanimously to submit a fiscal impact statement notifying the Arkansas Department of Education that the operation of the *e-STEM Middle Public Charter School* proposed by First Things First, Inc., could have a negative fiscal impact on the Little Rock School District and would be in direction competition with magnet programs currently operating at Dunbar Gifted and Talented International Studies Middle School, Henderson Health Sciences Magnet Middle School, and the Advanced Placement component of Mabelvale Magnet Middle School. This charter school has the potential to negatively affect the District's school improvement efforts because it would pull the highest performing students at the middle level.

We respectfully request your acceptance of our statement of opposition and would appreciate an opportunity to be heard at the ADE Board Meeting when this issue is placed for consideration.

Sincerely,

Katherine P. Mitchell, Ed. D.
President, Board of Directors

Linda Watson, Ed. D.
Interim Superintendent

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LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

October 10, 2007

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 27, 2007 at 810 West Markham Street. At that time, the Board considered the charter school application of the e-STEM Middle Public Charter School. It has come to our attention that the letter delivered to your office on September 28th indicated that the vote to oppose this charter school was unanimous. It should be noted and corrected that the actual vote on this issue was 6 – 1.

Please accept this letter as an addendum to the letter of opposition previously filed in your office. I appreciate your assistance.

Sincerely,

L. Watson

Linda Watson, Ed. D.
Interim Superintendent

cc: e-STEM Middle Public Charter School
Caroline Proctor, Ph.D.
Arkansas Charter School Resource Center
301 Graduate Education
University of Arkansas
Fayetteville, AR 72701

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June 25, 2007

Dr. Mary Ann D. Brown
Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

Please consider this letter official notification of intent to apply for an open-enrollment public charter school. Following are responses to the itemized requirements for this submission:

1) Name of Eligible Entity which intends to apply for a charter: The working name of the entity is First Things First, Inc.
2) Contact Person Information:
   Jackie Jackson
   11606 Stoney Point Court
   Little Rock, Arkansas 72211
3) Congressional District: 2
4) Eligible Entity Description: The eligible entity, now under the working name of First Things First, Inc. will be established as a 501C3 organization.
5) Name of the Proposed Charter School: First Things First Public Charter School
6) The Proposed Charter Location: Little Rock
7) Grade Levels: pre-K-8
8) Description of purpose or special emphasis:

The proposed school's purpose is to provide an educational option for students in the Little Rock area. Special emphasis will be given to maximizing community resources to provide enhanced educational opportunities for the students.

Please don't hesitate to contact me should you have questions.

Sincerely,

Jackie Jackson

Jackie Jackson

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ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Dr. Caroline Proctor,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed. D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Name of Proposed School: e-STEM Middle Public Charter School

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Articles of Incorporation for a Non-profit organization (e-STEM Elementary School) were included with the application. The charter did not include a copy of the 501 (c) (3) application.

Legal Comments: Page 1 of the Application: The application indicates that the sponsoring entity has filed for Section 501(c) (3) status from the Internal Revenue Service.

According to Section 14 of Act 736 of the 2007 Regular Session of the 86th General Assembly, amending Ark. Code Ann. § 6-23-303, a charter applicant must establish the entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 5 / 10

Weakness: There is no indication as to who attended each meeting.

Strengths: Did include the results of a survey.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 4 / 10

Weakness: The notary sheet confirming the notices for the meetings is unsigned and unstamped.

Strengths: The schedule was followed according to requirements.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 5 / 10

Weakness: The description of the composition of the board is vague. The definition of "self-perpetuating" is not clearly understood.

Strengths: The application describes the "CEO's duties are aligned with the business side of operating a public school" and that "the Board will seek a candidate with a terminal degree... and a strong background in education law, school finance, and business".

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 7 / 10

Weakness: - -

Strengths: Mission statement is present.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 4 / 10

Weakness: It is difficult to understand the correlation between the charts and narratives included in the application.

Strengths: Application did include a lot of data.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 5 / 10

Weakness: The application makes no mention of the school ACSIP program and how it will be incorporated. It is unclear how the engineering program will be accomplished. There is not enough explanation about the proposed curriculum. The sample curriculum pages were illegible.

Strengths: The instructional program is based upon meeting the needs of high tech industries. The needs were described by a major motor manufacturer in an adjoining state.

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 3 / 10

Weakness: There is no mention of which certified personnel will administer the state mandated assessments.

Strengths: Specific growth statement projections are included.

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 3 / 10

Weakness: There is lack of detail on how they will accomplish the confirming and evaluating of the curriculum alignment.

Strengths: - -

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 3 / 10

Weakness: Documentation of letters sent to superintendents does not match the geographical area described in this section. The description is only for Pulaski County Public Schools.

Strengths: A descriptive paragraph of the populations of the proposed areas of service is included.

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? *(See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 2 / 10

Weakness: There is no mention of required public meetings according to Standards for Accreditation. The list of items for the published report is incomplete according to Standards.

Strengths: - -

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 5 / 10

Weakness: The description of the lottery process is unclear. What process will be used?

Strengths: A system for guaranteeing an acceptable racial balance is included.

Legal Comments: Page 15: "Students will be admitted exclusively through a lottery system weighted to maintain a racial balance that includes between 20 and 41% minority enrollment, in line with Pulaski County Special School District's desegregation settlement terms. Per Arkansas law (A.C.A. § 6-18-203), grade eligible children of faculty and staff are given waivers from the lottery. Parental involvement is much more likely when siblings attend the same school; therefore, siblings are given a preference in the admissions process."

Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The applicant will have to show that its proposed use of a weighted lottery falls within § 6-23-306's provisions. Additionally, the proposed charter facility location lies within the boundaries of the Little Rock School District and not the Pulaski County Special School District.

Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306 to only permit the following preferences:

> (ii) However, an open-enrollment public charter school may allow a preference for:
> (a)(1) Children of the founding members of the eligible entity.
> (2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
> (b) Siblings of students currently enrolled in the school.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 5 / 10

Weakness: The application does not provide detailed information on job responsibilities or the number of staff that will be needed.

Strengths: The application describes the "CEO's duties are aligned with the business side of operating a public school" and that "the Board will seek a candidate with a terminal degree... and a strong background in education law, school finance, and business".

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 8 / 10

Weakness: The application states "the school will contract services with a CPA firm with extensive experience in education and state accounting procedures and systems to provide oversight and auditing services." Typically, an accounting firm does not provide both oversight and auditing services as this is considered a conflict of interest. The applicant should revise this for compliance with acceptable business practices.

Strengths: The application provides reasonable detail on the policies and procedures for the business office and budget adoption process.

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 1 /10

Weakness: The application failed to state that the financial audit will comply with all state laws, rules, deadlines, and filing requirements.

The application was copied from a previous application for Dreamland Academy, and as such does not align to the information provided in other sections of the application.

Strengths: - -

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 4 / 10

Weakness: No statement is included regarding who will be trained.

The application does not provide any detail or procedures describing how the school will implement the use of the APSCN network and Pentamation software.

Strengths: The application provides the required statement.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 7 /10

Weakness: - -

Strengths: Agreement has been provided. The application states that the facility will comply with ADA, IDEA, and all other state and federal laws.

Legal Comments: Page 20: The application indicates that the former *Arkansas Democrat-Gazette* building will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: 9/18/07

1. Charter School: e-STEM Middle Public
2. Location: 112 W. 3rd. St., Level 1, Little Rock, AR
3. General Observations: Old Gazette Building in downtown Little Rock. There is a private parking lot (40-50 spaces) with the building which will be utilized for student drop-off and pick-up. The building will require extensive renovation.
4. Academic Suitability: N/A
5. ADA Accessibility: Will meet city and state codes.
6. Life Safety Codes: Will meet city and state codes. Must satisfy all city requirements in order to receive an occupancy permit from the building department.

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 4 / 10

Weakness: Application gives a minimal description of the student services to be offered.

This charter cannot be funded for the National School Lunch Program at this time. USDA guidelines require a 501 (c) (3) status prior to approval for the National School Lunch Program. Additionally, this must be a separate 501 (c) (3) from e-STEM Elementary to be eligible for the NSLP.

Three charters (e-stem elementary, e-stem middle and e-stem high) are sharing this facility. To be funded separately with USDA funds, they must all operate stand alone programs (facilities, finances, meal service, contracts, 501 (c) (3) status ...).

Application provided a limited description of food services. Charter will depend on the Arkansas Charter School Resource Center for handling food service decisions. No vendor has been pre-selected. No cafeteria/kitchen is mentioned in the proposed facility. Revenues of $198,000 from the Child Nutrition Program seem unrealistic for enrollment and percent of eligible students. The application did not provide different 501 (c) (3) information, and unless they have a group exemption, this Charter cannot be funded under USDA regulations. No contact with ADE, Child Nutrition Unit was made by the applicant. Charter school non-profit food service can not contract with a third party for compliance of Federal Child Nutrition Regulations. The Charter is the responsible entity.

Strengths: The Charter will be located in Little Rock with ample labor and vendors for meal service available. Sufficient funds were budgeted for food service expenditures.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 1 / 10

Weakness: Question information not supplied

Strengths: - -

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments:

a. Ark. Code Ann. § 6-15-902 ("Uniform Grading Scale"): § 6-15-902 applies to public secondary schools; it may be used by public primary schools. To the extent that § 6-15-902 is applicable to grades K-8, its use may be waived as to non-core (i.e., elective) courses only.

b. Ark. Code Ann. § 6-15-1004, 6-17-309, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to criminal background checks.

c. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk).

This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

d. Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the Standards for Accreditation Rules (concerning approval of building plans and standards for school construction).

The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

The following is a list of several inconsistencies with the budget template submitted in the application. The applicant should review this information and make the appropriate revisions to ensure the accuracy and integrity of the financial statements.

- The Revenues listed do not sum to Total Expenditures reported.
  - Administrative total expenditures are overstated by $6,000
  - Food Services total expenditures are understated by $15,000
  - Data Processing total expenditures are understated by $2,500

- Substitute Personnel total expenditures are understated by $6,000
- Debt Expenditures total expenditures are understated by $509,318
- The applicant should review this information and make the appropriate revisions to ensure the sum of the items equals the Total Expenditures.

- Revenues include $541,083 in "Other" Revenues. The source of these Other Revenues is not identified.

- Revenues are based on the school enrolling the maximum number of students, 396.

- The application included a schedule "e-STEM Middle Public Charter School Annual Operating Budget". The salaries on this schedule total $1,296,097. The salaries itemized on the application budget template total $1,086,928. This is a variance of $209,169.

- The application included a schedule "e-STEM Middle Public Charter School Annual Operating Budget". The "Teachers: Base Pay" on this schedule total $910,884. The salaries itemized on the application budget template total $872,123. This is a variance of $38,761.

- The application included a schedule "e-STEM Middle Public Charter School Annual Operating Budget". This schedule includes "Pay for Performance" for various positions. These items total $247,928. This item is not included on the application budget template total.

- The application included a schedule "e-STEM Middle Public Charter School Annual Operating Budget". The "Benefits" on this schedule total $417,221. The benefits itemized on the application budget template total $198,814. This is a variance of $218,407.

- The application included a schedule "e-STEM Middle Public Charter School Annual Operating Budget". The "Total Revenues" on this schedule total $2,867,979. The Total Revenues on the application budget template total the same. The "Total Expenditures" on this schedule total $2,813,247. The Total Revenues on the application budget template total $2,589,196. This is a variance of $224,051. The "e-STEM Middle Public Charter School Annual Operating Budget" schedule revenues exceed expenditures by $54,732. The application budget template revenues exceed expenditures by $278,783.

- The budgeted debt expenditures total expenditures are $509,318.

- The Salary Schedule is not included.

- Budgeted salary expenditures can not be verified due to the failure to provide the required salary schedule.

- Attached to the application you will find a calendar, a facility use agreement, a signed Statement of Assurances form, and evidence of status as eligible entity.

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City LITTLE ROCK State AR ZIP 72201

2 Your Internal Billing Reference
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3 To

Recipient's Name Caroline Proctor Phone (479) 5754292

Company e-STEM High P.C.S.

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- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation: ** To most locations.

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* Declared value limit $500.

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October 16,2007

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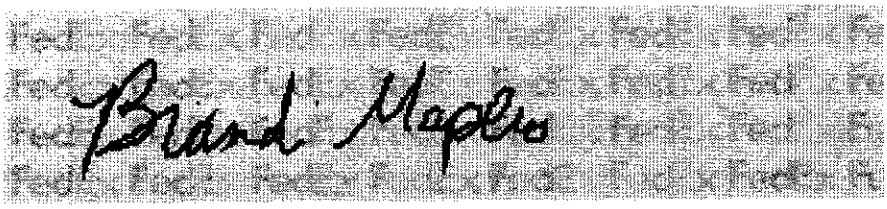

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RESPONSE TO EVALUATION

RECEIVED
OCT 22 2007
CHARTER SCHOOL OFFICE

OF

e-STEM Middle Public Charter School

RESPONSE TO Eligibility Status: Arkansas Act 735 of 2007 changed the requirement of tax exempt status under IRS Code 501(c)(3) at the time of application to a requirement of tax exempt status under IRS Code 501(c)(3) at the time the school opens. There is no statutory or regulatory requirement to provide the corporation's application to the IRS.

RESPONSE TO OBJECTIVE #1: Applicant's response to objective 1 details number of meeting attendees and provides the results of an anonymous survey of citizens in central Arkansas. Although a sign-in sheet was used to provide further information to meeting attendees, we choose not to make the names of citizens simply seeking information a part of a permanent, public record.

RESPONSE TO OJECTIVE #2: We believe this comment is in error.

RESPONSE TO OBJECTIVE #3: The word self perpetuating means internally re-generating. A self-perpetuating board is fairly common in the nonprofit and collegiate arenas. The eSTEM corporate board is designed to maintain a majority membership made up of content area experts in the fields of economics, science, technology, engineering and math (eSTEM). The purpose of this design is to make sure that academics drives the school. When a founding board member resigns or retires, the remaining board members will review potential trustees nomination applications and select the successor member. The school also has a local advisory board chaired by the individual who filed the original letter of intent for this charter.

RESPONSE TO OBJECTIVE #5: It is difficult to address these comments. The statement of need addresses local, state, national and international needs that are reaching crisis status. The charts used are very simple line graphs. We are perplexed by the difficulty the reviewer had in understanding the information.

RESPONSE TO OBJECTIVE #6: There is no statutory or regulatory requirement to address the ACSIP plan before a charter has even been granted. Further, the ACSIP is not even referenced in the application. This criticism was applied to several, but not all of the twelve charter applicants. Using the absence of information that has never been required, or even mentioned, as a basis to subtract quality points is inequitable. As per research and explanation of curriculum components, page 10 and 11 of the application uses research results from the Trends in International Mathematics and Science Study (TIMSS) in 1995, 1999, and 2003 as a basis for selecting the mathematics curriculum; a 2005 study by the U.S. Department of Education; and 2007 NAEP results to justify the economics curriculum. We apologize for the quality of the sample curriculum pages and have included clearer copies.

RESPONSE TO OBJECTIVE #8: This weakness is noted and the applicant will seek the assistance of the department for any curriculum not already aligned to the state standards.

RESPONSE TO OBJECTIVE #9: The statute and regulations governing the application process denote two types of district notification. One notification requires letters for every contiguous (touching) district; and the second requires letters for any district likely to be directly impacted.

The application is clear that the target area is central Arkansas, and the districts likely to be impacted are LRSD, NLRSD, and PCSSD.

RESPONSE TO OBJECTIVE #10: The application states: "Per Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2, an annual report will be distributed once all test scores and financial reports are available to the parents and the State Board of Education." We assert again, that the Annual Report process will be in compliance with *Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.*

RESPONSE TO OBJECTIVE #11: Applicant student selection process is completely aligned to the state statute and the non-regulatory guidance from the US DOE. Because the court's ongoing involvement with the LRSD, we stated in our application and we re-affirm our intent to modify our enrollment and selection processes as governed by any future court decisions.

RESPONSE TO OBJECTIVE #12: Job responsibilities are detailed in section three, Governance Structure, of the application. Number of faculty and staff are detailed on the detailed budget pages that are included.

RESPONSE TO OBJECTIVE #13: The financial audit will comply with all state laws, rules, deadlines, and filing requirements.

RESPONSE TO OBJECTIVE #14: The staffer comment that the "application was copied from a previous application for Dreamland Academy..." is false. The application is not even similar to the Dreamland application. The section of the application dealing with audit procedures was developed for charter schools in general and used by the Dreamland Academy. We challenge the assertion that the procedures cited do not align with other sections of the application, and hold that the procedures outlined are, by design, very effective and efficient.

RESPONSE TO OBJECTIVE #15: The statute, regulations and application instructions all require a statement that the applicant will participate in the APSCN. The application has a statement that the applicant will participate in the APSCN. There are no statutory or regulatory requirements for details of implementation

RESPONSE TO OBJECTIVE #16: The applications contains a fully executed facilities use agreement. The Division of Public School Academic Facilities and Transportation has inspected the facility, see below under "Site Visit". The building was also inspected by Marlar Engineering, and that report is included in the application.

RESPONSE TO OBJECTIVE #17: Section 17 of the application details plans to subcontract counseling and health services. The application states that the applicant will use the CALS downtown branch, which is less than ½ mile from the school. Comprehensive assurances are provided for special education compliance.

This application is for eSTEM Middle school, only. Staffer's comments are conjecture. Each school is independently incorporated, and there is no requirement for separate facilities, any more than HUD would refuse to fund a condominium because it was under the roof of several other residences. The applicant does not state the intent to turn food service decisions over to the ACSRC. The school will cooperate with other charter sharing a Child Nutrition consultant coordinated by the ACSRC. A Group Exemption application is being processed by the IRS.

Applicant directs State Board members to the facilities report provided by Marlar Engineering, which references the location of cafeterias in the building.

Applicant notes the opinion that the projected level of NSLA funds might be high, and the application budget has been modified in light of this recommendation.

RESPONSE TO OBJECTIVE #18: This section was omitted during file transfer.

18. PARENTAL INVOLVEMENT

The PowerSchool Student Information System to be used by the school will allow parents to interact with teachers and administrators with ease. Parents can request progress reports in one or all subjects, on a weekly or even daily basis. Several of the curricular programs to be used, such as APEX and PLATO are web based. Parents and students will be able to look over lessons from a home computer, a computer at the public library, or at the Parent Center located at the school. It is hoped that parents will volunteer to share any talents they have with the school.

RESPONSE TO BUDGET TEMPLATE: We believe the confusion in the budget area may be because the applicant is using a very detailed financial planning budget format, as opposed to the application summary format. Please see included budget pages. As to amounts budgeted, we are aware of the amount of state foundation aid per student, however, that amount is based on average daily membership. The school would only generate the total amount if every slot was filled from the first day, and no child ever missed a day. Taking that into account, we have reduced this figure by 5% purposefully. In the same vein, revenues *do* exceed expenditure. We think that is the fiscal practice, always.

The application notes that salaries are determined by a combination of the state minimum salary scale, which is publish in the Arkansas Code, and an aggressive pay-for-performance model. Both are spelled out in the detailed budget that was included with the application.

e-STEM Middle Public Charter School Annual Operating Budget		
Comments and Underlying Assumptions		
Major Assumptions:		
Number of students	396	5th - 4 classes of 24; 6-8th - 12 classes of 25
Student:teacher ratio	1:16	
Number of regular	16	
Number of Special	2	
Technology/Lab Teacher	1	
Logic & Rhetoric teacher	1	
Algebra I / Adv. Math teacher	1	
Art Teacher (.5 FTE)	0.5	
Music Teacher (.50 FTE)	0.5	
Foreign Language Teacher	0.5	
Number of instructional aides	0	
PE/Athletics	1	
Facility square footage	29,000	Assumes 73 square feet per student
Base teacher salary: Average teacher salary	$ 38,761	Median of state minimum bachelors level + median of state min. masters level divided by two divided by 10 then multiplied by 11 for extra month on contract.

Pay for Performance max.at ave/teacher	$ 11,628	30% of base salary		
State Foundation Aid/Student 08-09	$ 5,500	$5,789 per child adjusted by 95% for ADM		
State Foundation Aid Enhancement / Student	$ 83	$87 per child adjusted by 95% for ADM		
State Professional Development Aid/Student	$ 39	$41 per child adjusted by 95% for ADM		
NSLA/eligible student (252)	$ 480	Assumes 61% eligible		
ELL/eligible student (40)	$ 293	Assumes 10%		
Spec Educ super/student	$ 8			
Federal Special Education	$ 1,200	Assumes 12% enrollment (48)		
Federal Categorical Funding/Student	$ 350			
Child Nutrition	$ 237,600	Assumes Expense of $3 per child x 200 school days; recpts of $2.50 per child x 200 days		
REVENUES				
State Foundation Aid	$ 2,178,000			

State Foundation Aid Enhancement / Student	$ 32,868	
State Professional Development Aid/Student	$ 15,444	
NSLA eligible student (242)	116,160	
ELL eligible/student (40)	11,720	
Special Education Super.	3,168	
Special Education/student	57,600	Assumes 12% of enrollment (48)
Child Nutrition	198,000	
Federal Categorical	128,600	
Total Revenues	**$ 2,741,560**	
EXPENDITURES		
Salaries		
Director Base salary	$ 65,000	
Director Pay for Performance max	$ 32,500	50% of base (Max)
Lead Teacher: Base salary	$ 42,285	Ave teacher plus 1 months extended contract
Lead Teacher: Pay for Performance max.	$ 21,142	50% of base (Max)

Teachers:Base pay	910,884			
Teachers: Max. Pay for Performance	191,286	Assume 70% attainment of max.		
Instructional aides	0			
Secretary Base	30,000			
Secretary: Max Pay for Performance	3,000	assume 10%		
Benefits				
Retirement	168,321	Assumes state retirement system at 14% of salaries		
Health	44,520	Assumes $140/month per employee (26.5 employees)		
FICA	174,323	Assumes Medicare at 1.45% of salaries		
Other	30,057	Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs		
Books and Supplies,				
Texts and instructional materials	79,200	Assumes $200 per student		
Other books	0	Assumes use of CALS as library		
Software	16,500	Assumes 66 computers at $250 each		
Technology	137,078	5% of budget, annually		
Classroom paper and supplies	19,800	Assumes $50 per student		
Office supplies	4,800	Assumes $400/month		
Janitorial supplies	0	Assumes in lease agreement		
Athletic equipment	2,000			

Sports league fees	3,000			
Services and Contracts				
Custodial	18,000	Assumes $1,500 per month		
Bookeeping & Audit	12,000	Assumes $500/month bookeeping, $6,000 audit		
Legal	8,000	Assumes $6,000 retainer, $2,000 reserve		
Liability & property	10,000			
Waste disposal	1,800	Assumes $150/month		
Student testing & assessment	9,900	Assumes $25 per student		
Staff development	13,250	Assumes $500/teacher plus director		
Special education, Child Nutrition, Technology, etc, consultants	29,700	Assumes $75 per student average cost		
Health & Counseling	10,000	Assumes contracts w/community providers and 70% student coverage by Medicaid, AR Kids First, and private insurance		
Substitute teachers	6,000	Assumes 100 days @ $60		
Student Transportation	43,560	Assumes $10 a child, a month, 11 months		
Faculty parking stipend	6,738	Assume $25 a month per teacher (24.5)		

Travel & conferences, board retreat	8,500	plus $2,500 board retreat		
Internet service provider	15,840	Assumes 66 accounts at $20/month		
Postage	1,440	Assumes $120/month		
Copier lease	3,600	Assumes $300/month		
Child Nutrition	237,600			
Facilities and Capital				
Rent/lease/mortgage	230,550	Assumes 29,000 sq. ft.; annual triple net least at $7.50/square foot + $.45 Triple net expense		
Replace furnishings & equipment	0	(Start-up will be grant funded; subsequent years will be budgeted at $25 per student for replacement/repair)		
Gas/electric/water	18,000	Assumes $1600 per month		
Phone	2,400	Assumes $200 per month		
Security alarm	1,200	Assumes $100/ per month		
Management fee	54,831	Assume 2% of Revenue (Shared Business/Central Office Services)		
Total Expenditures	**$ 2,718,605**			
Surplus (Deficit)	**$ 22,955**			
*Engineering & Science labs funded with Walton Family Found. Implementation grant.				

CLASSROOM TEACHER MINIMUM SALARY SCHEDULE AND PAY-FOR-PERFOMANCE ENHANCEMENT POTENTIAL

Years of Experience	Minimum Base BA Degree	Pay for Performance Potential (Up to 30% of Base)	Minimum Base MA Degree	Pay for Performance Potential (Up to 30% of Base)
0	$ 32,486	$ 9,746	$ 37,359	$ 11,208
1	$ 32,998	$ 9,899	$ 37,927	$ 11,378
2	$ 33,508	$ 10,052	$ 38,495	$ 11,549
3	$ 34,020	$ 10,296	$ 39,062	$ 11,719
4	$ 34,530	$ 10,359	$ 39,630	$ 11,889
5	$ 35,042	$ 10,513	$ 40,197	$ 12,059
6	$ 35,552	$ 10,666	$ 40,765	$ 12,230
7	$ 36,064	$ 10,819	$ 41,334	$ 12,400
8	$ 36,574	$ 10,972	$ 41,901	$ 12,570
9	$ 36,859	$ 11,058	$ 42,469	$ 12,741
10	$ 37,085	$ 11,126	$ 43,036	$ 12,911
11	$ 38,107	$ 11,432	$ 43,604	$ 13,081
12	$ 38,618	$ 11,585	$ 44,172	$ 13,252
13	$ 39,129	$ 11,739	$ 44,739	$ 13,422
14	$ 39,640	$ 11,892	$ 45,307	$ 13,592
15	$ 40,151	$ 12,045	$ 45,876	$ 13,763

LEAD TEACHER AND ACADEMIC ADVISOR MINIMUM SALARY SCHEDULE AND PAY-FOR-PERFOMANCE ENHANCEMENT POTENTIAL

Years of Experience	Minimum Base BA Degree	Pay for Performance Potential (Up to 50% of Base)	Minimum Base MA Degree	Pay for Performance Potential (Up to 50% of Base)
0	$ -	$ -	$ 40,755	$ 20,378
1	$ -	$ -	$ 41,375	$ 20,688
2	$ -	$ -	$ 41,995	$ 20,998
3	$ -	$ -	$ 42,613	$ 21,307
4	$ -	$ -	$ 43,238	$ 21,619
5	$ -	$ -	$ 43,851	$ 21,926
6	$ 38,784	$ 19,392	$ 44,471	$ 22,236
7	$ 39,343	$ 19,671	$ 45,092	$ 22,546
8	$ 39,899	$ 19,950	$ 45,710	$ 22,855
9	$ 40,210	$ 20,105	$ 46,330	$ 23,165
10	$ 40,456	$ 20,228	$ 46,948	$ 23,474
11	$ 41,571	$ 20,786	$ 47,568	$ 23,784
12	$ 42,129	$ 21,065	$ 48,188	$ 24,094
13	$ 42,686	$ 21,343	$ 48,806	$ 24,403
14	$ 43,244	$ 21,622	$ 49,426	$ 24,713
15	$ 43,801	$ 21,901	$ 50,047	$ 25,024

CEO MINIMUM SALARY AND PAY-FOR-PERFOMANCE ENHANCEMENT POTENTIAL

Minimum Base	Pay for Potential (Up to 50% of Base)
$ 65,000	$ 32,500

Core Knowledge at a Glance: Major Topic Headings, 3–5

	Third Grade	Fourth Grade	Fifth Grade
Language Art/English	I. Reading and Writing II. Poetry III. Fiction (Stories; Norse Myths; Greek and Roman Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories; Legends of King Arthur) IV. Sayings and Phrases	I. Reading and Writing II. Writing, Grammar and Usage III. Poetry IV. Fiction (Stories; Shakespeare; Myths and Legends) V. Sayings and Phrases
History and Geography	**World** I. World Geography (Spatial Sense; Canada; Important Rivers) II. Ancient Rome (Geography of Mediterranean Region; Roman Empire, "Decline and Fall") III. Vikings **American** I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution	**World** I. World Geography (Spatial Sense; Mountains) II. Europe in the Middle Ages III. Spread of Islam and "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors **American** I. American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	**World** I. World Geography (Spatial Sense; Lakes) II. Meso-American Civilizations III. European Exploration, Trade, and Clash of Cultures IV. Renaissance and Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan **American** I. Westward Expansion II. Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography
Visual Arts	I. Elements of Art	I. Art of the Middle	I. Art of the

	II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization	Ages II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan
Music	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra
Science	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry (Atoms; Matter; Elements; Solutions III. Electricity IV. Geology: Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies

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Core Knowledge at a Glance: Major Topic Headings, 6–8

	Sixth Grade	Seventh Grade	Eighth Grade
Language Art/English	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama (Stories; Shakespeare; Classical Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	**World** I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations (Judaism, Christianity; Greece and Rome) III. Enlightenment IV. French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements **American** I. Immigration, Industrialization, and Urbanization II. Reform	**World** I. America Becomes a World Power II. World War I, "The Great War" III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of the United States	**World** I. Decline of European Colonialism II. Cold War III. Civil Rights Movement IV. Vietnam War and the Rose of Social Activism V. Middle East and Oil Politics VI. End of the Cold War: Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution — Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realism)	I. Art History: Periods and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American	I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution

		Painting)	
Music	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music (Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns (Sibelius, Bartok, Rodrigo, Copland, Debussy, Stravinsky) IV. Vocal Music (Opera; American Musical Theater)
Mathematics	I. Numbers and Number Sense II. Ratio and Percent III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra	I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics	I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and Proofs)
Science	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. Human Body (Lymphatic an Immune Systems) VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

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Economics Curriculums by Strands (*Scarcity detailed to demonstrate how the instruction for the 20 key concepts will be differentiated for each age group)

		Mastery Benchmarks by Level					
		eSTEM Elementary Public Charter School		eSTEM Middle Public Charter School		eSTEM High Public Charter School	
		Grades K- 4		Grades 5-8		Grades 9-12	
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
1. * **Scarcity** - Productive resources are limited. Therefore people can not have all the goods and services they want; as a result, they must choose some things and give up others.	Capital Resources, Choice, Consumer Economics, Consumers, Goods, Human Resources, Natural Resources, Opportunity Cost, Producers, Production, Productive Resources, Services, Wants, Entrepreneurship, Inventors, Factors of Production	People make choices because they can't have everything they want.	Identify some choices they have made and explain why they had to make a choice.	Scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and Services that can be produced using all available resources.	Work in groups representing a scout troop that has volunteered to assist at a local nursing home on Saturday morning. The nursing home has a list of 30 possible projects, all of which it would like completed. Explain why all 30 projects cannot be completed on a Saturday morning.	Choices made by individuals, firms, or government officials often have long run unintended consequences that can partially or entirely offset the initial effects of the decision.	Explain how a high school senior's decision to work 20 hours per week during the school year could reduce her lifetime income. Also, explain how an increase in the legal minimum wage aimed at improving the financial condition of some low income families could reduce the income of some minimum wage earners.

		Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity	Match a list of wants with the correct example of a good, service or leisure activity that satisfies each want.	Like individuals, governments and societies experience scarcity because human wants exceed what can be made available from all available resources.	Role play a city council meeting called to allocate a budget of $100,000. The council would like to buy four new police cars at $25,000 each, repair two senior citizen centers at $50,000 each. Explain why a choice must be made, decide how the city council should spend itsmoney, describe the trade-offs made, and identify the opportunity cost of the decision.		
		Whenever a choice is made, something is given up.	Choose a toy from a list of four toys and state what was given up.	Choices involve trading off the expected value of one opportunity against the expected value of its best alternative.	Determine the criteria for selecting a stereo and identify the trade-offs made when selecting one stereo over another.		
		The opportunity cost of a choice is the value of the best alternative given up.	Describe a situation that requires a choice, make a decision, and identify the opportunity cost.	The choices people make have both present and future consequences.	Analyze the consequences of choosing not to study for a final exam and identify when those consequences occur.		

		People whose wants are satified by using goods and services are called consumers.	Examine pictorial examples of people using goods and services and identify the goods and services being consumed.	The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies.	Individually develop a solution to a problem that affects everybody in the class and identify the opportunity cost. Compare the solutions and explain why solutions and opportunity costs differ among students.		
		Productive resources are the natural resources, human resources, and capital goods available to make goods and services.	Identify examples of natural resources, human resources, and capital goods, used in the production of a given product.				
		Natural resources, such as land, are "gifts of nature"; they are present without human intervention.	Use a resource map of Arkansas to locate examples of natural resources.				
		Human resources are the quantity and quality of human effort directed toward producing goods and services.	Draw pictures representing themselves as workers. Also, identify examples of human resources used in the production of education at their school.				
		Capital goods are goods that are produced and used to make other goods and services.	Draw a picture representing a capital good used at school. Also, identify examples of capital goods used to produce a good or service in their community.				

		Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health.	Give examples of how to improve their human capital. Explain how an athlete invests in his or her human capital.				
		Entrepreneurs are people who organize other productive resources to make goods and services.	Select an entrepreneur and identify the productive resources the entrepreneur uses to produce a good or service.				
		People who make goods and provide services are called producers.	Identify producers of five different types of goods and five different types of services.				
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
2. **Marginal Cost/Benefit** - Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are "all or nothing" decisions.	Decision making, Profit Motive, Benefit, Costs, Marginal Analysis, Profit, Profit Maximization, Cost/Benefit Analysis	Few choices are all-or-nothing decisions; they usually involve getting a little more of one thing by giving up a little of something else.	Analyze how to divide their time on a Saturday afternoon when the possibilities are raking leaves to earn money, going roller skating with friends, and shopping at the mall with their aunt. Students will identify the possible uses of their time and explain how devoting more time to one activity leaves less time for another.	To determine the best level of consumption of a product, people must compare the additional benefits with the additional costs of consuming a little more or a little less.	Solve the following problem: Your grandmother give you $30 for your birthday and you are trying to decide how to spend it. You are considering buying compact disks ($12 each), going to the movies ($5 per ticket), or taking some friends out for pizza ($7.50 per person). You do not have to spend all your money on one thing. You can use some money for one thing, and some for another. How would you spend your money	Marginal benefit is the change in total benefit resulting from an action. Marginal cost is the change in total cost resulting from an action.	Explain why beyond some point they are unwilling to buy and consume an additional slice of pizza.

		A cost is what you give up when you decide to do something.	List the costs of buying and caring for a pet.			As long as the marginal benefit of an activity exceeds the marginal cost, people are better off doing more of it; when the marginal cost exceeds the marginal benefit, they are better off doing less of it.	Apply the concepts of marginal benefit and marginal cost to an environmental policy to find the optimal amount of pollution for two firms that have substantially different costs of reducing pollution.
		A benefit is what satisfies your wants.	List the benefits of buying and caring for a pet.			To produce the profit-maximizing level of output and hire the optimal number of workers, and other resources, producers must compare the marginal benefits and marginal costs of producing a little more with the marginal benefits and marginal costs of producing a little less.	Decide how many workers to hire for a profit-maximizing car wash by comparing the cost of hiring each additional worker to the additional revenues derived from hiring each additional worker.
						To determine the optimal level of a public policy program, voters and government officials must compare the marginal benefits and marginal costs of providing a little more of a little less of the program's services.	Use the concepts of marginal cost and marginal benefit to evaluate proposals for a pollution control ordinance aimed at maximizing economic efficiency, then select the best proposal, and explain why it seems best.

Standard	Related Concepts:	Will Know:	Will Show:	Will Know:	Will Show:	Will Know:	Will Show:
3. **Allocation of Goods and Services** - Different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.	Economic Systems, Market Structure, Supply, Command Economy, Market Economy, Traditional Economy	No method of distributing goods and services can satisfy all wants.	Generate different methods of allocating student time on classroom computers, tell who gains and who loses with each distribution method, and conclude that no distribution method satisfies all wants.	Scarcity requires the use of some distribution method, whether the method is selected explicitly or not.	Describe the distribution methods used to allocate a variety of goods and services, such as, parking spaces, prison paroles, access to a new drug treatment for cancer, seats on a bus, milk, and tickets to a popular art exhibits. Then explain why a distribution method is necessary.	Comparing the benefits and costs of different allocation methods in order to choose the method that is most appropriate for some specific problem can result in more effective allocations and a more effective overall allocation system.	Examine economic systems used in different countries, select the one that provides the most effective method for allocating resources, and explain why this method is effective. Also, assess the effectiveness of various systems for allocating organ transplants, hunting and fishing licenses, elective offices, time with a parent, and access to hospital maternity facilities.

		There are different ways to distribute goods and services (by prices, command, majority rule, contests, force, first-come/first-served, sharing equally, lottery, personal characteristics, and others), and there are advantages and disadvantages to each.	Compare the advantages and disadvantages of different methods of allocating various goods and services, such as cookies, houses, student time on playground equipment at recess, elective class offices, military service in times of war or peace, and athletic championships.	There are essential differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority.	Compare the methods used to allocate work responsibilities in homes with those used to allocate work responsibilities in business. Also, compare the advantages and disadvantages of economic systems used in different countries and at different times, using as criteria broad social goals such as freedom, efficiency, fairness, and growth.		
				People in all economies must address three questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them?	Answer the three economic questions while producing a simple classroom product, such as your bracelets, greeting cards, or decorations for a school dance.		
				National economies vary in the extent to which they rely on government directives (central planning) and signals from private markets (prices) to allocate scarce goods, services, and productive resources.	Compare the relative size and responsibilities of government in several countries.		

				As consumers, people use resources in different ways to satisfy different wants. Productive resources can be used in different ways to produce	List the resources used to produce some item and identify other items that could have been made from these resources		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
4. **Role of Incentives** - People respond predictably to possitive and negative incentives.	Choice, Incentive	Rewards are positive incentives that make people better off.	List examples of rewards that are incentives for positive classroom behavior.	Responses to incentives are predictable because people usually pursue their self-interest.	Explain why they would be willing to shovel snow when temperatures are below freezing, mow lawns when their friends are going to a movie, or babysit on a weekend evening instead of going with friends to a dance.	Acting as consumers, producers, workers, savers, investors, and citizens, people respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.	Analyze the impact (on consumers, producers, workers, savers, and investors) of an increase in the minimum wage, a new tax policy, or a change in interest rates.
		Penalties are negative incentives that make people worse off.	List examples of penalties or negative incentives that discourage inappropriate behavior at home.	Changes in incentives cause people to change their behavior in predictable ways.	Predict how students' study habits will change if the grading system changes from letter grades to pass/fail to no grades.	Small and large firms, labor unions and educational, and other not-for-profit organizations have different goals and face different rules and constraints. These goals, rules, and constraints influence the benefits and costs of those who work with or for those organizations, and, therefore, their behavior.	Compare and contrast the incentives an individual might face in serving as an elected official, the owner of a small business, the president of a large company, and the director of a local United Way office.

		Both positive and negative incentives affect people's choices and behavior.	Identify examples of incentives and categorize them as positive or negative.	Incentives can be monetary or non-monetary.	Identify the monetary and non-monetary incentives related to taking a driver's education class.		
		People's views of rewards and penalties differ because people have different values. Therefore, an incentive can influence different individuals in different ways.	Identify the incentives that would encourage them to read a book, to return their library books on time, to repay money they borrow from the school cafeteria for lunch, and to complete their homework assignments on time; explain why various students respond differently to incentives to do these things. Also, explain why some students will do extra-credit work and some will not.				
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
5. **Gain from Trade** - Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals	Barriers to Trade, barter, Exports, Imports, Voluntary Exchange, Exchange, Exchange Rate	Exchange is trading goods and services with people for other goods and services or for money.	Identify exchanges they have made and tell whether they were monetary or barter exchanges.	When people buy something, they value it more than it costs them; when people sell something, they value it less than the payment they receive.	Describe recent monetary transactions they have made; as buyer or sellers. Explain why they were willing to trade.	A nation pays for its imports with is exports.	Participate in a trading simulation where students represent different countries with specific goods to sell and specific goods they want to buy; conclude that a nation pays for its imports with its exports, or by
		The oldest form of exchange is barter the direct trading of goods and services between people.	Identify current and historical examples of barter exchanges.	Free trade increases worldwide material standards of living.	Identify the benefits when a trade barrier such as sugar or automobile import quotas is eliminated.	When imports are restricted by public policies, consumers pay higher prices and job opportunities and profits in exporting firms	Analyze the political and economic implications of a proposed ban on imported televisions.

		People voluntarily exchange goods and services because they expect to be better off after the exchange.	Describe a trade they have made, such as one with baseball cards, stickers, or lunch desserts, and explain why they agreed to trade.	Despite the mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons or because some companies and workers are hurt by free trade.	Look at historical examples of periods when the United States has imposed trade barriers and explain why U.S. citizens would impose trade barriers given the mutual benefits of free trade.		
				Imports are foreign goods and services that are purchased from sellers in other nations.	Examine labels of products in their homes and compile a list of imported products and the countries from which they are imported.		
				Exports are domestic goods and services that are sold to buyers in other nations.	Determine what major products are produced in their community for export and to the countries to which they are exported.		
				Voluntary exchange among people or organizations in different countries gives people a broader range of choices in buying goods and services.	Describe how their daily lives would be different if people in the United States did not trade with people in other countries.		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

6. **Specialization and Trade** - When individuals, regions, and nations specialize in what they can produce at the lwest cost and then trade with others, both production and consumption increase.	Division of Labor, Production, Productive Resources, Specialization, Factor Endowments, Gains from Trade, Relative Price, Transaction Costs, Factors of Production, Full Employment	Economic specialization occurs when people concentrate their production on fewer kinds of goods and services than they consume.	Name several adults in the school or community who specialize in the production of a good or service (e.g., baker, law enforcement officer, teacher, etc.) and identify other goods and services that these individuals consume but do	Labor productivity is output per worker.	Produce a product using an assembly line process and compute output per worker.	Two factors that prompt international trade are international differences in the availability of productive resources and differences in relative prices.	Name three things, such as bananas, coffee and Eucalyptus oil, that cold be produced in the continental United States, although production would be very costly, and explain in terms of opportunity costs why the United
		Division of labor occurs when the production of a good is broken down into numerous separate tasks, with different workers performing each task.	Participate in a simulated assembly line and identify the separate operations and the different tasks involved.	Labor productivity is output per worker.	Produce a product using an assembly line process and compute output per worker.	Transaction costs are costs (other than price) that are associated with the purchase of a good or service. When transaction costs decrease, trade increases.	Identify transaction costs associated with the purchase of a good or service. Also, explain why each of the following encourages exchange: (1) more efficient trucks can carry larger loads for the same fuel
		Specialization and division of labor usually increase the productivity of workers.	Work individually to produce a product and then work as a member of a small group to produce the same product. Explain why more goods usually are produced when each member of the group performs a particular task in making the good.	As a result of growing international economic interdependence, economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	Explain how a tariff on imported cacao beans affects the production of chocolate candy in the United States and how it affects people in cacao- growing countries. Also, analyze data on the kinds and value of goods that Japan, Canada, Mexico, and Germany export to the United States and predict the likely effect of a recession in the United States on	Individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations.	Apply the concepts of opportunity cost and comparative advantage to the following problem: The Netherlands can produce in one day either four drill presses or eight embroidered tablecloths. Using the same amount of resources, Portugal can produce either two drill presses or seven embroidered tablecloths. Which country should specialize in drill

		Greater specialization leads to increasing interdependence among producers and consumers.	Compare the extent of specialization and interdependence of a shipwrecked sailor living on an isolated Pacific island with a family that owns a cattle			comparative advantages change over time because of changes in factor endowments, resource prices, and events that occur in other	Explain why the United States no longer has a comparative advantage in the production of shoes.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
7. **Markets - Price and Quantity Determination** - Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and	Market Structure, Markets, Price Floor, Price Stability, Quantity Demanded, Quantity Supplied, Relative Price, Exchange Rate	A price is what people pay when they buy a good or service, and what they receive when they sell a good or service.	Identify prices they have paid for a hamburger, french fries, and a soda, and prices they have received for selling lemonade, feeding a neighbor's pet while its owner is on vacation, or	Market prices are determined through the buying and selling decisions made by buyers and sellers.	Play a market game in which buyers and sellers determine the market price for a common product, for example. wheat, apples, baseballs.	A shortage occurs when buyers want to purchase more than producers want to sell at the prevailing price.	Explain why there is usually a shortage of batteries in areas where forecasters predict a hurricane and why apple bins in grocery stores are empty when disease has
		A market exists whenever buyers and sellers exchange goods and services.	Give examples of markets in which buyers and sellers meet face-to-face and other markets in which buyers and sellers never meet.	Relative prices refers to the price of one good or service compared to the prices of other goods and services. Relative prices are the basic measures of the relative scarcity of products when	Explain in terms of relative scarcity why people are willing to pay higher prices for diamonds than for water, even though water is necessary for life and diamonds are not.	A surplus occurs when producers want to sell more than buyers want to purchase at the prevailing price.	Explain why there is often a late-season surplus of tickets available for the home contests of a baseball team that loses most of its games.
		Most people produce and consume. As producers they make goods and services; as consumers they use goods and services.	Identify people who are acting as consumers and provide examples of situations in which the students were consumers of goods and services. Identify people who are acting as producers, and provide examples of situations in which the students produced goods and services.	The market clearing or equilibrium price for a good or service is the one price at which quantity supplied equals quantity demanded.	Determine the market clearing price when given a supply schedule and a demand schedule for compact discs.	Shortages of a product usually result in price increases in a market economy; surpluses usually result in price decreases.	Explain what happened (and why) to the price of tickets to sporting events purchased from scalpers when many more people want to attend those events than the number of seats in the stadium or arena. Also, explain what will happen to the price of a rare

				If a price is above the market clearing price, it will fall, causing sellers to produce less and buyers to purchase more; if it is below the market clearing price, it will rise, causing sellers to produce more and buyers to purchase less.	Identify examples of products for which the price fell because sellers were unable to sell all they had produced; identify examples of other products for which the price rose because consumers wanted to buy more than producers were producing.	When the exchange rate between two currencies changes, the relative prices of the goods and services traded among countries using those currencies change; as a result, some groups gain and others lose.	Use the following scenarios to analyze the effects on trade of a change in exchange rates: In one year, the American dollar equaled 250 Japanese yen; in the following year, the American dollar equaled 150 yen; and in the third year, it equaled 200 yen. If a Nikon camera costs 75,000 yen and Sony Walkman radio costs 25,000 yen: (1) What will be the price in dollars of these two products in each year for an American? (2)
				An exchange rate is the price of one nation's currency in terms of another nations currency. Like other prices, exchange rates are determined by the forces of supply and demand. Foreign exchange markets allocate international currencies.	Calculate the following: (1) If the British pound is worth $1.42. How much would you have to pay in England for a compact disk that is worth $16.00? (2) If the Canadian dollar is equal to $.72 in American money. What is the Canadian equivalent of $15.00 American? (3) If it takes 1372 Italian lira to buy $1.00. How much is an Italian sweater purchased for 27,000 lira in American dollars?		

Standard	Related Concepts:	Will Know:	Will Show:	Will Know:	Will Show:	Will Know:	Will Show:
8. **Role of Price in Market System** - Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.	Non-price Determinants, Price Floor, Price Stability, Supply, Determinants of Demand, Determinants of Supply, Law of Demand, Law of Supply, Price Ceiling, Substitute Good, Price	High prices for a good or service provide incentives for buyers to purchase less of that good or service, and for producers to make or sell more of it. Lower prices for a good or service provide incentives for buyers to purchase more of that good or	Predict how consumers would react if the price of pencils rose to $10 each (and explain the prediction). Predict how they would react if the price fell to $ .01 each (and explain the prediction). Explain how produces would react in each situation.	An increase in the price of a good or service encourages people to look for substitutes, causing the quantity demanded to decrease, and vice versa. This relationship between price and quantity demanded, known	Survey students in other classes at school regarding how many glasses of orange juice students would be willing and able to buy at various prices. Analyze the data to show the relationship between price and quantity demanded. Identify the	Demand for a product changes when there is a change in consumers' incomes or preferences, or in the prices of related goods or services, or in the number of consumers in a market.	Predict the change in demand for a particular brand of jeans when an extensive ad campaign for the brand targets teenagers, their allowances double, the price of corduroy pants skyrockets, or jeans become a popular item.
				An increase in the price of a good or service enables producers to cover higher per-unit costs, causing the quantity supplied to increase, and vice versa. This relationship between price and quantity supplied is normally true as long as other factors influencing	State the number of push ups they would be willing and able to supply at various prices. State a generalization about the relationship between price, cost, and quantity supplied from the data.	Supply of a product changes when there are changes in either the prices of the productive resources used to make the good or service, the technology used to make the good or service, the profit opportunities available to producers by	Predict the changes in supply and market price for domestic cars when the cost of labor increases, more robotics are used to produce cars, the prices of domestic utility vehicles rise, or when the number of imported vans increases.
				Markets are interrelated; changes in the price of one good or service can lead to changes in prices of many other goods and services.	Explain how a decrease in the price of VCRs can cause a decrease in the price of popcorn at movie theaters.	Changes in supply or demand cause relative prices to change, in turn, buyers and sellers adjust their purchase and sales decisions.	Identify products that have become more or less expensive compared to other products as a result of changes in supply and demand and explain how the price changes affected production and consumption decisions.

				Scarce goods and services are allocated in a market economy through the influence of prices on production and consumption decisions.	Use flowcharts to illustrate the decisions of producers and consumers when the price of peanuts rises and when the piece of oil falls, and explains why producers and consumers behave in this way.	Government-enforced price ceilings set below the market-clearing price and government-enforced price floors set above the market-clearing price distort price signals and incentives to producers and consumers. The price ceilings cause persistent shortages, while	Describe what is likely to happen if the government imposes a binding price ceiling on gasoline and a binding price floor on milk.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
9. **Role of Competition** - Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to but. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	Market Structure, Non-price Competition, Levels of Competition	Competition takes place when there are many buyers and sellers of similar products.	Identify competitors in their community, using the yellow pages of the telephone book.	Sellers compete on the basis of price, product quality, customer service, product design and variety, and advertising.	Give examples of price and nonprice competition in the athletic shoe market.	The pursuit of self-interest in competitive markets generally leads to choices and behavior that also promote the national level of economic well-being.	Explain how people motivated by their own self-interest help market economies promote national well-being as long as there is active competition among buyers and sellers.

		Competition among sellers results in lower costs and prices, higher product quality, and better customer service.	Explain how the opening of a second pizza shop in a small community affects prices, profits, service, and quality.	Competition among buyers of a product results in higher product prices.	Play several rounds of a market game in which the number of buyers is changed dramatically in each round and explain the impact of these changes on price.	The level of competition in an industry is affected by the ease with which new producers can enter the industry and by consumers' information about the availability, price and quantity of substitute goods and services.	Explain why, in the last ten years, there have been no U.S. companies emerging to manufacture locomotives, but many emerging to manufacture silk screen T-shirts and sports clothing. Also, predict what happened to prices of resold tickets to sporting events after Arizona required all ticket scalpers
				The level of competition in a market is influenced by the number of buyers and sellers.	Estimate of the number of producers and consumers of cereals, guided missiles, agricultural products and electricity, and generalize about the relationship between the	Collusion among buyers or sellers reduces the level of competition in a market. Collusion is more difficult in markets with large numbers of buyers and sellers.	Explain why collusion is more likely to work among international airlines than among U.S. farmers who produce wheat.
						The introduction of new products and production methods by entrepreneurs is an important form of competition and is a source of technological progress and economic growth.	Create a timeline showing notable twentieth-century American entrepreneurs' products and production methods and write a brief essay on their impact on economic growth, competition, technological
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

10. **Role of Economic Institutions** - Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.	Legal and Social Framework, Mortgage, Borrower, Interest, Labor Union, Legal Forms of Business, Legal Foundations of a Market Economy, Nonprofit Organization, Property Rights, Banking	Banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	Explain the relationship between saving money and earning interest and borrowing money and paying interest, after participating in an activity in which they role play savers and borrowers.	Banks and other financial institutions channel funds from savers to borrowers and investors.	Listen to a presentation on the role banks play in channeling funds from savers to borrowers and investors and draw a diagram showing the role that financial intermediaries play among savers, borrowers, and investors.	Property rights, contract enforcement, standards for weights and measures, and liability rules affect incentives for people to produce and exchange goods and services.	Predict what might happen if there were no legal way to settle boundary disputes or if every state had its own system of weights and measures or currency; explain how strict liability for product defects affects the behavior of consumers and producers and how it affects the price of a good or service.
		Saving is the part of income not spent on taxes or consumption.	Plan a budget for an allowance. The budget will include spending for goods and services, charitable donations, sales taxes, and saving.	Through the process of collective bargaining with employers, labor unions represent some workers in negotiations involving wages, fringe benefits, and work rules.	Read about the establishment of the AFL-CIO; explain why it emerged and what procedures it used to gain benefits for its members.	Incorporation allows firms to accumulate sufficient financial capital to make large-scale investments and achieve economies of scale. Incorporation also reduces the risk to investors	Play the role of a business consultant hired to advise a partnership on the advantages it could enjoy by incorporating; write a letter outlining these benefits for their client.
				Not-for-profit organizations are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.	Identify a not-for-profit organization and explain the rationale for its tax exemption or explain why it should not be tax exempt.		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

11. **Role of Money** - Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Exchange, Money Management, Money Supply, Currency, Definition of Money, Money, Characteristics of Money, Functions of Money	Money is anything widely accepted as final payment for goods and services.	Identify things that have been used as money at different times and in different societies. Explain why some things can be used effectively for money and some things cannot.	As a store of value, money makes it easier for people to save and defer consumption until the future.	Demonstrate their understanding of money as a "store of value" in responding to the following: A tomato farmer wants to save money for his five-year old daughter's college education. Why is he better off selling his tomatoes for money and saving the money than he would be if he	The basic money supply in the United States consists of currency, coins, and checking account deposits.	Select examples of money from a collection of pictures that show coins, currency, checking accounts, savings account passbooks, ATM cards, and various types of credit cards and explain whether each is considered money.
		Money makes trading easier by replacing barter with transactions involving currency, coins, or checks.	List five goods and services they want, and describe ways of obtaining these goods and services, without using money. Then explain why using money makes it easier to get the same five items.	As a unit of account, money is used to compare the market value of different goods and services.	Explain how they can use relative prices to compare the value of three different fruits.	In many economies, when banks make loans, the money supply increases; when loans are paid off, the money supply decreases.	Demonstrate how successive deposits and loans by commercial banks, resulting from one new deposit in the banking system, cause the money supply to expand and how repayment of
		People consume goods and services, not money; money is useful primarily because it can be used to buy goods and services.	Decide whether they would rather have a suitcase full of money or one full of food when stranded on a deserted island, and explain their answer.			In many economies, when banks make loans, the money supply increases; when loans are paid off, the money supply decreases.	Demonstrate how successive deposits and loans by commercial banks, resulting from one new deposit in the banking system, cause the money supply to expand and how
		Producers use natural resources, human resources, and capital goods, (not money) to make goods and services.	Explain why, when given money, they are unable to produce paper weights to sell at the forthcoming school craft fair unless they exchange the				

		Most countries create their own currency for use as money.	Identify the currencies they would want to buy if they were going on a trip to Brazil, France, Romania, Vietnam, Australia, Japan and Kenya.				
Standard	**Related Concepts:**						
12. **Role of Interest Rates** - Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.	Interest Rate, Monetary Policy, Real v. Nominal, Risk, Investing, Savers, Savings					An interest rate is a price of money that is borrowed or saved.	Identify the current rates of interest on different kinds of savings instruments and different kinds of loans.
						Like other prices, interest rates are determined by the forces of supply and demand.	Determine the interest rate on 30-year fixed-rate conventional home mortgages over the last 15 years and explain why this rate rose.
						The real interest rate is the nominal or current market interest rate minus the expected rate of inflation.	Collect data on the rate of inflation and interest rates for various kinds of loans and savings instruments over the past 15 years. Discuss the relationship between the observed inflation rates and expected rates of inflation in any

						higher real interest rates provide incentives for people to save more and borrow less. Lower real interest rates provide incentives for people to save	Collect data on interest rates, the rate of inflation, and new housing starts over the past 25 years. State how changes in real interest rates affect people's decisions to
						Real interest rates normally are positive because people must be compensated for deferring the use of resources from the present into the future.	Explain why people who save money receive interest payments while people who borrow money make interest payments.
						Riskier loans command higher interest rates than safer loans because of the greater chance of default on the repayment of the risky loan.	Explain why there are usually differences in interest rates for new and used car loans, or 15-year versus 30-year mortgages, and for individuals with good and bad credit ratings.
						Higher interest rates reduce business investment spending and consumer spending on housing, cars, and other major purchases. Policies that raise interest rates can be used to reduce these kinds of spending while	Identify periods over the past ten years when the Federal Reserve System tried to increase interest rates in order to reduce business investment and consumer spending.
Standard		**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

13. **Role of Resources in Determining Income** - Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.	Human Resources, Derived Demand, Functional Distribution of Income, labor, labor Market, Marginal Resource Product, Personal Distribution of Income, Wage, Aggregate Demand (AD), Aggregate Supply	Labor is a human resource that is used to produce goods and services.	Identify human resources in their community and the goods and services they produce.	Employers are willing to pay wages and salaries to workers because they expect to be able to sell the goods and services that those workers produce at prices high enough to cover the wages and salaries and all other costs of	Ask owners of fast-food restaurants why they are willing to pay a wage or salary to workers and conclude that restaurant owners do so because they expect to be able to sell the food and services produced at a price high enough to cover the	Changes in the structure of the economy, the level of gross domestic product, technology, government policies, and discrimination can influence personal income.	Review income data for jobs in manufacturing and service industries over the last 25 years. Explain how changes in the structure of the economy, gross domestic product, technology, government, prices, and discrimination
		People can earn income by exchanging their human resources (physical or mental work) for wages or salaries.	Collect data from adults regarding their reasons for working, analyze the data, and generalize about why people work.	To earn income people sell productive resources. These include their labor, capital, natural resources, and entrepreneurial talents.	Survey several adults regarding their sources of income, and conclude that the largest portion of personal income for most people comes from wages and salaries	In a labor market, in the absence of other changes, if wage or salary payments increase, workers will increase the quantity of labor they supply and [illegible]	Explain the impact of an increase in the minimum wage on their ability to secure an after-school job and the impact of the increase on their willingness to work.
				A wage or salary is the price of labor; it usually is determined by the supply of and demand for labor.	Participate in a market simulation as employers and employees to determine wage rates for labor	Changes in the prices for productive resources affect the incomes of the owners of those productive resources and the combination of	Construct a flow chart to show how a change in a resource price affects producers and workers in a particular production process.
				More productive workers are likely to be of greater value to employers and earn higher wages than less productive workers.	Decide which workers to hire and explain the hiring decisions, given a list of job applicants with different levels of productivity.	Changes in demand for specific goods and services often affect the incomes of the workers who make those goods and services	List three careers that are expected to provide new job openings and explain why. List three careers that are expected to experience a decline in job openings and

				People's incomes, in part, reflect choices they have made about education, training, skill development, and careers. People with few skills are more likely to be poor.	Consider a career choice, research the amount of education required and the medium income for this career. Identify reasons why high school dropouts frequently end up in poverty.	Two methods for classifying how income is distributed in a nation the personal distribution of income and the functional distribution reflect, respectively, the distribution of income among different groups of households and the	Identify the major change in functional distribution of income in the United States between the 1780s and the 1990s. Also, determine if there have been significant changes in the personal income distribution in the United States over the past 50
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
14. **Profit and the Entrepreneur** - Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.	Taxation, Costs, Costs of Production, Entrepreneur, Risk, Taxes, Cost/Benefit Analysis, Innovation, Entrepreneurship, Inventors	Entrepreneurs are individuals who are willing to take risks, to develop new products, and start new businesses. They recognize opportunities, like working for themselves, and accept challenges.	Read a children's book about an entrepreneur. Identify the main character's entrepreneurial characteristics and compare their own entrepreneurial characteristics with those of the main character.	Entrepreneurs compare the expected benefits of entering a new enterprise with the expected costs.	Read short biographies of various entrepreneurs and identify the risks each entrepreneur faced and the entrepreneur's incentive(s) for accepting the risk.	Entrepreneurial decisions affect job opportunities for other workers.	Identify an entrepreneur and describe how the entrepreneur's decisions affect job opportunities.
		An invention is a new product. Innovation is the introduction of an invention into a use that has economic value.	Identify three examples each of inventions and innovations.	Entrepreneurs accept the risks in organizing resources to produce goods and services because they	Interview an entrepreneur to learn why he or she was willing to start a new business.	Entrepreneurial decisions are influenced by government tax and regulatory policies.	Explain how entrepreneurial activity is affected by a tax policy that affects income from profits and capital
		Entrepreneurs often are innovative. They attempt to solve problems by developing and marketing new or improved products.	Solve a problem by creating a new use for an existing product such as a wire coat hanger, thimble, or shoulder pads. Also develop an advertising	Entrepreneurs and other sellers earn profits when buyers purchase the product they sell at prices high enough to cover the costs of production	Analyze simple profit and loss statements and conclude that entrepreneurs or other sellers earn profits when their total revenues exceed their total		

				Entrepreneurs and other sellers incur losses when buyers do not purchase the products they sell at prices high enough to cover costs of	Identify a restaurant that went out of business and give reasons why this might have occurred.		
				In addition to profits, entrepreneurs respond to other incentives including the opportunity to be their own boss, the chance to achieve recognition, and the satisfaction of creating new products or improving existing ones. In addition to financial losses, other	Read short biographies of several entrepreneurs, list the pertinent characteristics of each entrepreneur, and make a generalization about the non-financial incentives that motivate entrepreneurs and the risks or disincentives entrepreneurs		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

15. **Growth** - Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.	Incentive, Interest Rate, Opportunity Cost, Production, Technological Changes, Trade-off, Trade-offs among goals, Human Capital, Intensive Growth, Investment, Physical Capital, Productivity, Risk, Standard of Living, Economic Efficiency, Economic Wquity, Economic freedom, Economic Growth, Economic Security, Investing, Business, Businesses and Households,	When workers learn and practice new skills they are improving their human capital.	Explain why professional athletes often have training equipment in their homes.	Standards of living increase as the productivity of labor improves.	Analyze data on labor productivity and material standards of living. Draw a generalization about the relationship between the two. Also, tell how the living standards of their families would probably change if the productivity of every worker in the United States were to increase by 20 percent.	Economic growth is a sustained rise in a nation's production of goods and services. It results from investments in human and physical capital, research and development, and technological change, and from improved institutional arrangements and incentives.	Analyze per capita real GDP data for several periods in history, identifying periods during which the United States experienced rapid economic growth; identify the factors that contributed to this growth.
		Workers can improve their productivity by improving their human capital.	Make a pressman's hat out of newspaper with no instructions, record how much time it took them to make the hat, and discuss the quality of the finished product. After receiving instruction on how to make the hat, and given time to practice, repeat the activity, record how long it takes to	Productivity is measured by dividing output (goods and services) by the number of inputs used to produce the output. A change in productivity is a change in output relative to input.	Participate in a simulated production process in which they calculate productivity and analyze changes that occur through investment in human capital and capital goods.	Historically, economic growth as been the primary vehicle for alleviating poverty and raising standards of living.	Compare the standard of living of individuals living in the United States in 1790, 1890, and 1990; explain the relationship between higher production levels, new technologies, and standard of living.

		Workers can improve their productivity by using physical capital such as tools and machinery.	Complete a basic math worksheet using pencil and paper in a given amount of time; correct the work and record the number of problems completed and the number of correct answers. Repeat the activity, using calculators; correct the work, record the number of	Technological change is an advance in knowledge leading to new and improved goods and services and better ways of producing them.	Create a timeline showing at least five new products that have occurred over the last 25 years. Also, explain how technological change led to this new or improved product.	Economic growth creates new employment and profit opportunities in some industries, but growth reduces opportunities in others.	Tell how growth in the computer industry affects employment and profit opportunities in the computer industry as compared to the typewriter industry.
				Increases in productivity result from advances in technology and other sources.	Study data about technological development and labor productivity for the last 25 years in the United States, India, Haiti, and Germany. Generalize about the relationship between technological	Investments in physical and or human capital can increase productivity, but such investments entail opportunity costs and economic risks.	Engage in a simulated production activity involving investment in human capital and capital goods and identify the opportunity costs and economic risks.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

16. **Role of Government** - There is an economic role for government in a market economy whenever the benefits of a government policy outweighs its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.	Externalities, Income, Natural Monopoly, Redistribution of Income, Role of Government, Taxation, Transfer Payments, Bonds, Distribution of Income, Income Tax, maintaining Competition, Monopolies, Negative Externality, Non-clearing Markets, Positive Externality, Property Rights, Public Goods, Maintaining Regulation, Taxes, Regulation, Government	Governments provide certain kinds of goods and services in a market economy.	Brainstorm a list of goods and services not privately produced and explain how these goods and services are paid for.	Public goods and services provide benefits to more than one person at a time, and their use can not be restricted to only those people who have paid to use them.	Explain why tax dollars are used to produce national defense, elementary school education, and roads. Explain why, without government, these services would not be provided in the private sector.	Markets do not allocate resources effectively if: (1) property rights are not clearly defined or enforced, (2) externalities (spillover effects) affecting large numbers of people are associated with the production or consumption of a product, or (3) markets are not competitive.	Identify at least three economic roles of our government and cite a specific example of each.
		Governments pay for the goods and services they use or provide by taxing or borrowing from people.	Apply knowledge of the role of government in the economy in responding to the following question: Your community wants a new bridge. Who will pay for this bridge and how will they get the money? Why is this the	If a good or service cannot be withheld from those who do not pay for it, providers expect to be unable to sell it and, therefore, will not produce it. In market economies, governments	Answer the following questions: If the national, state, and local governments had no power to tax, what goods and services would we have to do without?		
				In the United States, the federal government enforces antitrust laws and regulations to try to maintain effective levels of competition in as many markets as possible; frequently, however, laws and regulations also	Explain why the Federal Trade Commission might prevent the purchase of one large corporation by its closest competitor and what the effects might be on consumers, producers, and workers if the sale were allowed		

				Most federal government tax revenue comes from personal income and payroll taxes. Payments to social security recipients, the costs of national defense, medical expenditures, and interest payments on the national	Use data from the U.S. federal budget to construct two pie charts one representing major categories of federal revenue and one representing major categories of federal expenditures.	An important role for government in the economy is to define, establish, and enforce property rights. A property right to a good or service includes the right to exclude others from using the good or service and the right to	Predict what would happen to some land they own if they had no right to restrict its use by other or if they found crude oil on this land but had no right to sell it.
				Most state and local government revenues come from sales taxes, grants from the federal government, personal income taxes, and property taxes. The bulk of state and local government revenue is spent is for education	Compare the various sources of state and local revenues and various categories of state and local expenditures in their state and community with those for the U.S. federal government.	Property rights provide incentives for the owners of resources to weigh the value of present uses against the value of conserving the resources for future use.	Analyze the following scenario and predict probable economic and social consequences: To save money, Congress passes, and the President signs into law, a bill that makes it illegal for any government to settle disputes
						Externalities exist when some of the costs and benefits associated with production and consumption fall on someone other than the producers or consumers of the	Explain why there is a role for government in dealing with pollution, vaccinations and medical research, recommend what this role would be.
						When one producer can supply total output in a market at a cost that is lower than when two or more producers divide production, competition may be impossible. In the absence of competition, government	Explain why there is usually only one local water supplier.

						Governments often redistribute income directly when individuals or interest groups are not satisfied with the income distribution resulting from markets; governments also redistribute income indirectly as side-effects of other	Describe three government assistance programs, explain why government provides them, and determine which groups in the economy benefit from them and which groups bear the costs to fund them.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
17. **Using Cost/Benefit Analysis to Evaluate Government Programs** - Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.	Cost/Benefit Analysis, Benefit, Costs, Special Interest Group, barriers to Trade					Citizens, government employees, and elected officials do not always directly bear the costs of their political decisions. This often leads to policies whose costs outweigh their benefits for society.	Predict the costs that would be imposed on the public if federal taxes were reduced and the budget was balanced by Congress, and explain how political goals conflict with economic goals.
						Incentives exist for political leaders to implement policies that disperse costs widely over large groups of people and benefit	Explain why a political leader would support an idea that helps only a few while harming many, such as a tariff on imported luggage or import quotas

						incentives exist for political leaders to favor programs that entail immediate benefits and deferred costs; few incentives favor programs promising immediate costs and deferred benefits, even though the latter programs are	Explain why, although most Americans say they are in favor of reducing the deficit, Congress doesn't vote to increase taxes.
						Although barriers to international trade usually impose more costs than benefits, they are often advocated by people and groups who expect to gain substantially from them. Because the costs of these barriers are typically spread over a large number of people who each pay only a little and may not recognize the cost, policies supporting trade barriers are often	Analyze the following scenario: The United States allows Taiwan to export shirts to this country without placing a tariff on the imports. The Taiwanese can produce shirts at half the cost of shirts produced by American manufacturers. What groups in the United States and in Taiwan will be helped, and what groups will be hurt, if the United States continues the
						Price controls are often advocated by special interest groups. Price controls reduce the quantity of goods and services produced, thus depriving consumers of some goods and	Explain the statement, Removing rent controls in New York City is good economics but bad politics. Also, explain who would gain and who would lose as a result of 10 percent ceiling on
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

18. **Macroeconomy - Income/Employment, Prices** - A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.	Gross Domestic Product (GDP), Macroeconomic Indicators, Nominal GDP, Per Capita GDP, Potential GDP, Real GDP, Circular Flow			Gross Domestic Product (GDP) is a basic measure of a nation's economic output and income. It is the total market value, measured in dollars, of all final goods and services produced in the economy in one year.	Explain what GDP is and how it can be used to describe a country's economic output over time, comparing outputs from year to year.	Nominal GDP is measured in current dollars, thus, an increase in GDP may reflect not only increases in the production of goods and services, but also increases in prices. GDP adjusted for price changes is called "real GDP." Real GDP per capita is a measure that permits	Gather current and historical data on real per capita GDP for the United States, Japan, Somalia, and South Korea and state a relationship between real GDP and standard of living.
				Per capita GDP is GDP divided by the number of people living in a country.	Determine the per capita GDP for several countries, given data on population and GDP for each country. Identify a few other countries whose per capita GDP is similar to that of the United States.	The potential level of real GDP for a nation is determined by the quantity and quality of its natural resources, the size and skills of its labor force, and the size and quality of its stock of capital	Locate and analyze relevant data from appropriate reference materials to assess the validity of the following statement. It is doubtful that many of the countries of Sub-Saharan Africa
				When consumers make purchases, goods and services are transferred from businesses to households in exchange for money payments. That money is used in turn by businesses to pay for productive resources (natural, human, and capital), and to pay taxes	Draw and label a circular flow diagram and explain the interrelated roles of households, businesses, and government in the economy.	One person's spending is other people's income. Consequently, an initial change in spending (consumption, investment, government, or net exports) usually results in a larger change in national levels of income, spending, and output.	Read the following scenario and analyze the effects on the economy. A visitor comes into a community and spends $100 on a single purchase at a video store. The video store's income is higher by $100. It spends $80 of the money to pay the telephone bill, which now

						When desired expenditures for consumption, investment, government spending, and net exports are greater than the value of a nation's output of final goods and services, GDP rises, and	Describe the effect on the economy when desired expenditures for consumption, investment, government spending, and net exports exceed the value of a nation's output of final goods and
						When desired expenditures for consumption, investment, government spending, and net exports are less than the value of a nation's output of final goods and services, GDP decreases and	Describe the effect on the economy when desired expenditures for consumption, investment, government spending, and net exports are less than the value of a nation's output of final goods and
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

19. **Unemployment and Inflation** - Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many peopleand benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.	Types of Unemployment, Causes of Inflation, Consumer Price Index (CPI), Deflation, Labor Force, Unemployment, Unemployment Rate, Inflation	Inflation is an increase in most prices; deflation is a decease in most prices.	Determine in which years inflation occurred and in which years deflation occurred, given the prices for a market basket of goods and services for three different years.	When unemployment exists, an economy's production is less than potential GDP and some labor resources are not used.	Identify goods or services that could be produced if the local community's unemployed had jobs. Draw a flow chart that shows the ripple effect resulting from unemployment in a particular industry or community.	The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for work.	Calculate the unemployment rate for the following problem: Berks County has 200,000 people. Of that population 70,000 are full-time housewives, students, children, retired people, or people not looking for work. Of the remaining residents of Berks County, 110,000 people have jobs.
		Unemployment exists when people who are willing and able to work do not have jobs.	Apply the standard definition of an unemployed person by explaining why retired people and students are not considered unemployed.	The labor force consists of people age 16 and over who are employed or actively seeking work.	Determine whether each of the following is counted as a member of the labor force: (1) an elementary school student who has a paper route; (2) an army captain; (3) a retired butcher; (4) an insurance salesperson; (5) a woman who has decided not to work outside the home until her children are in school; and (6) a 42-year old civil engineer who	The unemployment rate is an imperfect measure of unemployment because it does not: (1) include workers whose job prospects are so poor that they are discouraged from seeking jobs, (2) reflect part-time workers who are looking for full-time work.	Explain why the following may be true: A weekly news magazine reports that the current unemployment statistic does not accurately reflect the true impact of unemployment.

				Inflation reduces the value of money.	Interview someone aged 50-59 years old about grocery prices. Compare the groceries that could be purchased for $10 in 1967 with those that can be	Unemployment rates differ for people of different ages, races, and sexes. This reflects differences in work experience, education	Give examples of each type of unemployment, analyze the differences among them, and identify which types cause more serious problems in the economy.
				When people's incomes increase more slowly than the inflation rate, their purchasing power declines.	Compare the prices of a market basket of goods in 1980 with similar prices today. Explain how inflation reduces purchasing power for people whose income is fixed or increasing slower	Explain why some people are unemployed when the economy is said to be functioning at full employment.	Full employment means that the only unemployed people in the economy are those who are changing jobs.
						The consumer price index (CPI) is the most commonly used measure of price-level changes. It can be used to compare the price level in one year with price levels in earlier	Determine the current price for a pair of designer sunglasses that cost $50 in 1982-84, assuming the price has increased at the average rate of inflation.
						Expectations of inflation may lead to higher interest rates.	Explain their answer to the following question: If you were going to lend $100 to someone for a year, would you ask for more or less interest if you expected the prices of most

						The costs of inflation are different for different groups of people. Unexpected inflation hurts savers and people on fixed incomes; it helps people who have borrowed money at a fixed rate of interest.	For each of the following cases, tell who would be harmed by an unexpected 10 percent inflation rate, who would benefit, and explain why. (1) Mike's retirement income is $24,000 a year; (2) Bonnie borrowed $5,000 last year and must pay it back at the end of this year; (3) John lent the $5,000 to Bonnie last year and will be paid back at the end of this year; (4) Bob and Mary bought several houses as an investment 10
						Inflation imposes costs on people beyond its effects on wealth distribution because people devote resources to protect themselves from expected inflation.	Identify assets people can buy to protect themselves financially against inflation and discuss how much time people spent with this problem in times of high inflation (e.g.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

20. **Monetary and Fiscal Policy-** Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.	Inflation, National Debt, Tools of the Federal Reserve, Discount Rate, Federal Budget, Fiscal Policy, Monetary Policy, Open Market Operations, Reserve Requirements, Budget, Budget Deficit, Central Banking System, Budget Surplus, Causes of Inflation					Fiscal policies are decisions to change spending and tax levels by the federal government. These decisions are adopted to influence national levels of output, employment, and prices.	Identify historical examples of fiscal policies and explain whether these policies were adopted to influence levels of output, employment, prices, or all three.
						In the short run, increasing federal spending and/or reducing taxes can promote more employment and output, but these policies also put upward pressure on the price level and interest rates. Decreased federal spending and/or increased taxes tend to lower price levels and interest	Outline the fiscal policies they would recommend to correct each of the following: (1) rising unemployment and (2) rising inflation. Explain each recommendation.
						In the long run, the interest-rate effects of fiscal policies lead to changes in private investment spending by businesses and individuals that partially, if not entirely, offset the output and employment effects of fiscal policy.	Explain why an additional $2 billion of federal spending on highways, financed by federal government borrowing, can reduce private investment spending in the economy in the long run.

						The federal government's annual budget is balanced when its revenues from taxes and user fees equal its expenditures. The government runs a budget deficit when its expenditures exceed its revenues. The government runs a surplus when	Determine whether the budget is in surplus, in deficit, or is balanced, and whether the effect upon the economy is contractionary, expansionary, or neutral if the government receives $800 billion in taxes and (1) government
						When the government runs a budget deficit, it must borrow from individuals, corporation, or financial institutions to	Explain that the federal debt is financed through the sale of government securities and identify the percentage of
						The national debt is the total amount of money the federal government owes. This is the accumulated sum of its annual deficits and surpluses. The government pays interest on the	Explain the difference between the budget deficit and national debt. Then determine how long it would take to pay off all of the national debt at the current rate of GDP if all GDP were
						In the long-run, inflation results from increases in a nation's money supply that exceed increases in its output of goods and services.	Explain why inflation occurs after participating in two rounds of an auction where the number of goods available remains constant, but the money in

						Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money and the availability of credit. Changes in the money supply can influence overall levels of spending, employment, and prices in the economy by inducing changes in	Write an article for the business section of the local newspaper explaining what monetary policy is and how changes in monetary policy affect the money supply and interest rates. Using this information, advise a teenager about taking out a car loan and his/her opportunities for obtaining summer employment in the
						The major monetary policy tool that the Federal Reserve System uses is open market purchases or sales of government securities. Other policy tools used by the Federal Reserve System include increasing or decreasing the discount rate charged on loans it makes to commercial banks and raising or lowering reserve requirements for commercial banks.	Play the roles of members of the Federal Open Market Committee and decide for each of the headlines below whether they would recommend an expansionary policy or a contractionary policy and whether government securities should be purchased or sold. Newspaper headlines: Unemployment Rate Soars New Housing Starts Rise CPI Rises for Third Consecutive Month

Principles of Technology and Engineering Curriculums by Strands

		Mastery Benchmarks by Level			
		eSTEM Elementary Public Charter School		eSTEM Middle Public Charter School	eSTEM High Public Charter School
Strand	Standard	Benchmark Topics		Benchmark Topics	Benchmark Topics
		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Nature of Technology	1. The Characteristics and Scope of Technology	Natural world and human made world	Things found in nature and in human made world	Usefulness of technology	Nature of technology
		People and technology	Tools, materials, and skills	Development of technology	Rate of technological diffusion
			Creative thinking	Human creativity and motivation	Goal-directed research
				Product demand	Commercialization of technology
	2. The Core Concepts of Technology	Systems	Systems	Systems	Systems
		Resources	Resources	Resources	Resources
		Processes	Requirements	Requirements	Requirements
			Processes	Trade-offs	Optimization and Trade-offs
				Processes	Processes
				Controls	Controls
	3. The Relationships Among Technologies and the Connections Between Technology and Other Fields	Connections between technology and other subjects	Technologies integrated	Interaction of systems	Technology transfer
			Relationships between technology and other fields of study	Interrelation of technological environments	Innovation and Invention
				Knowledge from other fields of study and technology	Knowledge protection and patents
					Technological knowledge and advancies of science and mathematics and vice versa
Technology and Society	4. The Cultural, Social, Economic, and Political Effects of technology	Helpful or harmful	Good and bad effects	Attitudes toward development and use	Rapid or gradual changes
			Unintended consequences	Impacts and consequences	Trade-offs and effects
				Ethical issues	Ethical implications
				Influences on economy, politics, and culture	Cultural, social, economic and political changes

	5. **The Effects of technology on the Environment**	Reuse and/or recycling of materials	Recycling and disposal of waste	Management of waste	Conservation
			Affects environment in good and bad ways	Technologies repair and damage	Reduce resource use
				Environmental vs. economic concerns	Monitor environment
					Alignment of natural and technological processes
					Reduce negative consequences of technology
					Decisions and trade-offs
	6. **The Role of Society in the Development and Use of Technology**	Needs and wants of individuals	Changing needs and wants	Development driven by demands, values, and interests	Different cultures and technologies
			Expansion or limitation of development	Inventions and innovations	Development decisions
				Social and cultural priorities	Factors affecting designs and demands of technologies
				Acceptance and use of products and systems	
	7. **The Influence of Technology on History**	Ways people have lived and worked	Tools for food, clothing, and protection	Processes of inventions and innovations	Evolutionary development of technology
				Specialization of labor	Dramatic changes in society
				Evolution of techniques, measurement, and resources	History of technology
				Technological and scientific knowledge	Early technological history
					The Iron Age
					The Middle Ages
					The Renaissance
					The Industrial Revolution
					The Information Age
Design	8. **The Attributes of Design**	Everyone can design	Definitions of design	Design leads to useful products and systems	The design process
		Design is a creative process	Requirements of design	There is no perfect design	Design problems are usually not clear
				Requirements	Designs need to be refined
					Requirements
	9. **Engineering Design**	Engineering design process	Engineering design process	Iterative	Design principles
		Expressing design ideas to others	Creativity and considering all ideas	Brainstorming	Influence of personal characteristics
			Models	Modeling, testing, evaluating, and modifying	Prototypes
					Factors in engineering design

	10. **The Role of Troubleshooting, Research and Development, Invention and Innovation, and Experimentation in Problem Solving**	Asking questions and making observations	Troubleshooting	Troubleshooting	Research and Development
		All products need to be maintained	Invention and innovation	Invention and innovation	Research technological problems
			Experimentation	Experimentation	Not all problems are technological or can be solved
					Multidisciplinary approach
Abilities for a Technological World	11. **Apply the Design Process**	Solve problems through design	Collecting information	Apply design process	Identify a design problem
		Build something	Visualize a solution	Identify criteria and constraints	Identify criteria and constraints
		Investigate how things are made	Test and evaluate solutions	Model a solution to a problem	Refine the design
			Improve a design	Test and evaluate	Evaluate the design
				Make a product or system	Develop a product or system using quality control
					Reevaluate final solution(s)
	12. **Use and Maintain Technological Products and Systems**	Discover how things work	Follow step-by-step instructions	Use information to see how things work	Document and communicate processes and procedures
		Use tools correctly and safely	Select and safely use tools	Safely use tools to diagnose, adjust, and repair	Diagnose a malfunctioning system
		Recognize and use everyday symbols	Use computers to access and organize information	Use computers and calculators	Troubleshoot and maintain systems
			Use common symbols	Operate systems	Operate and maintain systems
					Use computers to communicate
	13. **Assess the Impact of Products and Systems**	Collect information about everyday products	Use information to identify patterns	Design and instruments to collect data	Collect information and judge its quality
		Determine the qualities of a product	Assess the influence of technology	Use collected data to find trends	Synthesize data to draw conclusions
			Examine trade-offs	Identify trends	Employ assessment techniques
				Interpret and evaluate accuracy of information	Design forecasting techniques
The Designed World	14. **Medical Technologies**	Vaccinations	Vaccines and medicine	Advances and innovations in medical technologies	Medical technologies for prevention and rehabilitation
		Medicine	Development of devices to repair or replace certain parts of the body	Sanitation processes	Telemedicine

		Products to take care of people and their belongings	Use of products and systems to inform	Immunology	Genetic therapeutics
				Awareness about genetic engineering	Biochemistry
	15. **Agriculture and Related Biotechnologies**	Technologies in agriculture	Artificial ecosystems	Technological advances in agriculture	Agricultural products and systems
		Tools and materials for use in ecosystems	Agriculture wastes	Specialized equipment and practices	Biotechnology
			Processes in agriculture	Biotechnology and agriculture	Conservation
				Artificual ecosystems and management	Engineering design and management of ecosystems
				Development of refrigeration, freezing, dehydration, preservation, and irradiation	
	16. **Energy and Power Technologies**	Energy comes in many forms	Energy comes in different forms	Energy is the capacity to do work	Law of Conservation of energy
		Energy should not be wasted	Tools, machines, products, and systems use energy to do work	Energy can be used to do work using many processes	Energy sources
				Power is the rate at which energy is converted from one form to another	Second Law of Thermodynamics
				Power systems	Renewable and nonrenewable forms of energy
				Efficiency and conservation	Power systems are a source, a process, and a load
	17. **Information and Communication Technologies**	Information	Processing information	Information and communication systems	Parts of information and communication systems
		Communication	Many sources of information	Communication systems encode, transmit, and receive information	Information and communication systems
		Symbols	Communication	Factors influencing the design of a message	The purpose of information and communication technology
			Symbols	Language of technology	Communication systems and sub-systems
					Many ways of communicating
					Communicating through sysmbols
	18. **Transportation Technologies**	Transportation system	Transportation system use	Design and operation of transportation systems	Relationship of transportation and other technologies
		Individuals and goods	Transportation systems and subsystems	Subsystems of transportation system	Intermodalism
		Care of transportation products and systems		Governmental regulations	Transportations of services and methods
				Transportation processes	Positive and negative impacts of transportation systems
					Transportation processes and efficiency

	19. **Manufacturing Technologies**	Manufacturing systems	Natural materials	Manufacturing systems	Servicing and obsolescence
		Design of products	Manufacturing processes	manufacturing goods	Durable and non-durable goods
			Consumption of goods	Manufacturing processes	Manufacturing systems
			Chemical technologies	Chemical technologies	Interchangeability of parts
				Materials use	Chemical technologies
				Marketing products	Marketing of products
	20. **Construction Technologies**	Different types of buildings	Modern communities	Construction designs	Infrastructure
		How parts of buildings fit	Structures	Foundations	Construction processes and procedures
			Systems used	Purpose of structures	Requirements
				Buildingd systems and sub-systems	Maintenance, alterations, and renovation
					Prefabricated materials

Logic & Rhetoric Curriculum Strand

eSTEM Middle Public Charter School						eSTEM High Public Charter School			
Introduction to Logic		Formal Logic I		Formal Logic II		Material Logic		Rhetoric (waiver to replace Speech credit)	
Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
Preparing the Mind for Logic	Ideas and the Objects of Ideas	**Simple Apprehension (Term)**	1. What is Simple Apprehension?	**Further Study of Simple Syllogisms**	1. Figure in Syllogisms	**Ten ways something can be said to"be"**		**RHETORIC AS IT CONCERNS THE SPEAKER (The Three Types of Speech)**	1. The Scope and Purpose of Rhetoric
	Matching Ideas to Facts		2. Comprehension and Extension		2. Mood in Syllogisms	**Five ways something can be said of something else**			2. The Definition and Division of Rhetoric
	Matching Words to Ideas		3. Significance and Supposition		3. Reducing Syllogisms to the First Figure	**Four questions you must answer in order to truly know something**		**Political Rhetoric**	3. The Topics and Aims of Political Rhetoric
Argument: The Language of Logic	Founding an Argument	**Judgment (Proposition)**	4. What is Judgment?		4. Indirect Reduction of Syllogisms	Four rules for definition			CASE STUDY: "The Envoys Appeal to Achilles," by Homer
	The Move from Universal to Particular		5. The Four Statements of Logic	**Arguments in Ordinary Language**	5. Translating Ordinary Sentences into Logical Statements	Four rules for classification			4. The Object of Political Rhetoric
	The Move from Particular to Universal		6. Contradictory and Contrary Statements		6. Enthymemes				5. The Content of Political Rhetoric
	Negative Statements		7. Subcontraries and Subalterns		CASE STUDY: *Rene Descartes: "I think, therefore, I am"*			**Ceremonial Rhetoric**	6. The Content and Aims of Ceremoonial Rhetoric
	Making Comparisons		8. Distribution of Terms	**Hypothetical Syllogisms**	7. Conditional Syllogisms				CASE STUDY: "The Gettysburg Address," by Abraham Lincoln
	Comparison and Argument	**Deductive Inference (Syllogism)**	10. What is Deductive Inference?		CASE STUDY: *Plato: The Power of Love*			**Forensic Rhetoric**	7. Forensic Rhetoric
	Sound Argument		11. Terminological Rules for Categorical Syllogisms		8. Disjunctive Syllogism				CASE STUDY: "Socrates' Defense," by Plato
	Statements of Fact, Statements of Value		12. Quantitative Rules for Categorical Syllogisms		9. Conjunctive Syllogisms				8. Non-Artistic Means of Persuasion in Forensic Rhetoric

	Constructing an Argument		13. Qualitative Rules for Categorical Syllogisms	**Complex Syllogisms**	10. Polysyllogisms and Aristotelian Sorites			**RHETORIC AS IT CONCERNS THE AUDIENCE (The Three Modes of Persuasion)**	9. Rhetoric as it Concerns the Audience
PRINCIPAL FORMS OF ILLOGICAL THINKING (Fallacies of Logic) examples	1. **Denying the Antecedent** - The absence of A does not necessarily mean B will be absent.				CASE STUDY: *Seneca: "The Life of Virtue"*			**Pathos (relying on emotion)**	10. Pathos part I
	2. **Red Herring** - a fallacy in which an irrelevant topic is presented in order to divert attention from the original issue.				11. Goclenian Sorites and Conditional Sorites				11. Pathos, part II
	3. **Argument Ad Nauseam** - If you say something often enough, some people will begin to believe it.				CASE STUDY: *William Shakespeare: "Thou art in a parlous state, Shepaerd"*			**Ethos (relying on the reputation of the speaker or author)**	12. Ethos
	4. **Begging the Question** - Assumes the conclusion is true.				12. Epicheirema			**Logos (relying on logic or reason)**	13. The Use of Example in Argument
	5. **False Assumptions**				CASE STUDY: *St. Thomas Aquinas: The Cosmological Argument for the Existence of God*				14. The Use of Enthymeme (missing parts) in Argument
	6. **The Straw-Man Fallacy** - When a position is ignored or greatly distorted, the attack does not address the real position.				13. The Dilemma				15. The 28 Lines of Argument
	7. **Two Wrongs Make a Right** - fallacy is that even if an action is wrong, the other person would do it also, therefore it is right.			**The Logic of Relations**	14. The Oblique Syllogism				16. The 9 Sham Enthymemes

	8. **The Ad Hominem Fallacy** - Attacking the person making the argument instead of the argument.				15. Review *Selections from Lewis Carroll, William Shakespeare*				CASE STUDY: Anthony's Funeral Oration, by William Shakespeare
	9. **Equivocation** - Using a word to mean one thing, and then later using it to mean something different.								
	10. **Non Sequitur** - Something that just does not follow.								
	11. **The False Dilemma** - If both claims could be false, then it cannot be inferred that one is true because the other is false.								
	12. **Post Hoc** - Concluding one event caused another simply because the proposed cause occurred before the proposed effect.								
	13. **Special Pleading** -Using arguments that support your position, but ignoring the arguments against.								
	14. **Appeal to Anonymous Authority** - authority is not named ..."experts say..."; "scientists agree..."								

Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 15, 2007

Caroline Proctor, Ph.D.
301 Graduate Education
University of Arkansas
Fayetteville, AR 72701

Re: Notice of Appeal/State Board Meeting
e-STEM High Public Charter School

Dear Charter Applicant and Affected School District(s):

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Little Rock School District will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

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STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts

Superintendent Gary Compton, Bentonville School District
School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
Superintendent Alvin Lievsay, Huntsville School District
School Board President Dale Phillips, Huntsville School District
Superintendent Wayne Thompson, Lee County School District
School Board President Pearlethe Collins, Lee County School District
Superintendent Frank Holman, Lincoln School District
School Board President Gary Morris, Lincoln School District
Interim Superintendent Linda Watson, Little Rock School District
School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
School Board President Michael Williams, Marvell School District

Superintendent Barry Scott, McCrory School District
School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
School Board President Trent Cox, North Little Rock School District
Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
Superintendent Don Collins, Palestine-Wheatley School District
School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
School Board President Tyrus R. Reed, Prairie Grove School District
Superintendent James Sharpe, Pulaski County Special School District
School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

ARKANSAS STATE BOARD OF EDUCATION
POLICY OF PROCEDURES FOR HEARING
CHARTER SCHOOL APPEALS AND APPLICATIONS

1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the proposed charter school to the State Board.

2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school.

3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.

4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

e-STEM High Public Charter Schools, Inc.

2 October 2007

VIA CERTIFIED MAIL

State Board of Education Office
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201

RE: Notice of Appeal

Dear Ladies and Gentlemen;

e-STEM High Public Charter Schools, Inc. (*e*-STEM High) has filed an application to establish an open-enrollment charter school ("*e*-STEM High Public Charter School") within the Little Rock School District (LRSD). On Thursday, September 27, 2007 the LRSD board voted 6-1 to disapprove *e*-STEM High's application to operate an open enrollment public charter school within their boundaries. The reason given was concern about the potential financial impact a competitive public charter school would have on the LRSD.

Please accept this letter as *e*-STEM High's written notice of appeal pursuant to Act 736 of 2007, §6-23-302(d)(1) et seq., which provides an applicant's right to appeal the local district decision to the state board for an appeal hearing, to be held within 45 days of the receipt of this letter.

e-STEM High holds the LRSD board in high esteem, and it is our desire to work collaboratively to improve public education for all children in Pulaski County and the State of Arkansas.

The expressed reason for disapproval by the LRSD board was a primary concern about the financial impact the charter would have on the district. We argue that finding alone ineffectual as a basis to disapprove the charter application submitted. Although there are no standing decisions from courts setting precedent for Arkansas, courts in New Jersey, New York, Florida and Colorado have opined that denial of charter applications on the basis of potential financial impact on other schools is invalid.

Additionally, the argument that the loss of students to a charter school will leave the local district unable to provide a quality education for those students remaining is a simplistic, incorrect assertion. Actually, the opposite is true. As you can see on the attached sheet, if 1,054 students leave the LRSD their expenses for educating those students will decrease by $12,545,762, while their loss of revenue will be only $6,649,782 (the district will retain all desegregation

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supplemental funding; ad valorem tax, turn back, etc., only certain per pupil funding follows the child to the charter). This will leave the LRSD with funding that can be redistributed to the remaining students at the rate of $231 per student.

Further, there is no doubt that the legislature considered the potential financial consequences of the Act on the existing school districts and, ultimately, decided that this impact is outweighed by the educational needs of our children. Hence, this objection would be more appropriately addressed through the legislature.

e-STEM High has timely submitted its application in strict compliance with all statutory and regulatory requirements. *e*-STEM High's application sets forth an educational scheme addressing each and every purpose set forth in the legislative intent section of the Arkansas Charter Schools Act of 1999, as amended 2007, *Ark. Code Ann. § 6-23-102.*

> Ark. Code Ann. § 6-23-304, entitled "Requirements -- Preference for certain districts," provides as follows:
>
> > (b) The state board shall give preference in approving an application for a charter school to be located in any public school district:
> >
> > (1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
> >
> > (2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or
> >
> > (3) Where the district has been classified by the Department of Education in some phase of school improvement status under § 6-15-426.

Accordingly, the Arkansas Department of Education promulgated rule/regulation 10.03, entitled "Preference for Approval of Open-Enrollment Charters," which reads as follows:

> The state board shall give preference in approving an application for a charter school to be located in any public school district:
>
> 10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;
>
> 10.3.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann.§ 6-15-428; or

10.03.3 Where the district has been classified by the Department of Education as showing the greatest need for school improvement under Ark. Code Ann.§ 6-15-426.

The *e*-STEM High will be located in a district which meets not one, but all three of the criteria established for giving preference to an applicant. The state average for students qualifying for Free or Reduced Lunch eligible status is 53.57%. The percent of eligible students in the LRSD is 61%.

Last year, the LRSD had 18 schools classified as schools in need of improvement for failure to meet minimum AYP standards, and this year that number is 24. Reports published in the *Arkansas Democrat Gazette* last year reported that the mandatory parental notification made by LRSD correctly advised middle school students of their "right" to request a transfer into another school within the district which was not in academic distress ... but had to inform parents there were no alternatives. Therein lays one need for this open enrollment charter school. Choice for parents and a laboratory for innovation are the other reasons for the need.

e-STEM High respectfully requests that the local district's objection be held for naught; that the State Board approve the application; and for all other necessary and proper relief to which the students of Pulaski County, Arkansas, are entitled.

Respectfully submitted,

Richard Bishop, Trustee

Cc: file
LRSD Board

			Funding that will leave the LRSD with the student							Student funding that will not follow student and will become add'l funding for remaining students
Proposed Charter	Total Enrollment Yr. 1	Projected Enrollment from LRSD	State Foundation Aid & Enhancement ($5,700)	State Prof. Dev. ($41)	ELL ($293 x 10% enroll.)	NSLA ($440 x 65% of enroll)	Spec. Educ. ($1,000 x 12% of enroll)	Fed. Categorical ($350 x FR/L))	Tot. Rev.& Fund Bal.	$ Per Pupil
e-STEM Elem.	360	270	$ 1,539,000	$ 11,070	$ 7,911	$ 77,220	$ 32,400	$ 61,425	$ 1,729,026	$ 6,404
e-STEM Middle	396	297	$ 1,692,900	$ 12,177	$ 8,790	$ 84,942	$ 35,640	$ 67,568	$ 1,902,017	$ 6,404
e-STEM High	100	75	$ 427,500	$ 3,075	$ 2,344	$ 21,450	$ 9,000	$ 17,063	$ 480,432	$ 6,404
										$ 6,404
										$ 6,404
Covenant Keepers	180	162	$ 823,400	$ 6,642	$ 4,688	$ 46,332	$ 19,440	$ 36,855	$ 937,357	$ 6,404
										$ 6,404
Learn. For Life	150	150	$ 855,000	$ 6,150	$ 4,395	$ 42,900	$ 18,000	$ 34,125	$ 960,570	$ 6,404
										$ 6,404
LISA	300	100	$ 570,000	$ 4,100	$ 2,930	$ 28,600	$ 12,000	$ 22,750	$ 640,380	$ 6,404
Total	1486	1054	$ 5,907,800	$ 43,214	$ 31,058	$ 301,444	$ 126,480	$ 239,786	$ 6,649,782	
LRSD	26,600								$ 316,623,832	$ 11,903

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

September 26, 2007

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 27, 2007 at 810 West Markham Street. At that time, the Board voted unanimously to submit a fiscal impact statement notifying the Arkansas Department of Education that the operation of the *e-STEM High Public Charter School* proposed by Arkansas Achievement PCS, Inc., could have a negative fiscal impact on the Little Rock School District and could potentially adversely affect the District's academic improvement efforts. Operation of this school, with enrollment growing from ninth grade the first year, to a complete ninth through twelfth grade facility within four years, would be in direct competition with our efforts to build enrollment at J. A. Fair Magnet Information, Environmental and Engineering Science Program and McClellan Magnet High School Technology Program. This charter school would also potentially affect the District's school improvement efforts because it has the potential to pull the highest performing students from the LRSD.

We respectfully request your acceptance of our statement of opposition and would appreciate an opportunity to be heard at the ADE Board Meeting when this item is placed for consideration.

Sincerely,

Katherine P. Mitchell, Ed.D.
President, Board of Directors

Linda Watson, Ed. D.
Interim Superintendent

RECEIVED
SEP 28 2007
CHARTER SCHOOL OFFICE

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

October 10, 2007

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 27, 2007 at 810 West Markham Street. At that time, the Board considered the charter school application of the e-STEM High Public Charter School. It has come to our attention that the letter delivered to your office on September 28th indicated that the vote to oppose this charter school was unanimous. It should be noted and corrected that the actual vote on this issue was 6 – 1.

Please accept this letter as an addendum to the letter of opposition previously filed in your office. I appreciate your assistance.

Sincerely,

L. Watson

Linda Watson, Ed. D.
Interim Superintendent

cc: e-STEM High Public Charter School
Caroline Proctor, Ph.D.
Arkansas Charter School Resource Center
301 Graduate Education
University of Arkansas
Fayetteville, AR 72701

RECEIVED
OCT 15 2007
CHARTER SCHOOL OFFICE

June 26, 2007

Dr. Mary Ann D. Brown
Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown:

This is a letter of intent, as described on the Arkansas Department of Education website, notifying you that our organization will be filing an application for an open-enrollment public charter school.

According to the posted information requirements, please note the following information:

1) Name of Eligible Entity: The working name of the entity is Arkansas Achievement, Inc.
2) Contact Information:
   Michelle Linch
   6108 Harkins Avenue
   Little Rock, Arkansas 72210
3) Congressional District: 2
4) Eligible Entity Description: The eligible entity, now under the working name of Arkansas Achievement, Inc. will be established as a 501C3 organization.
5) Name of the Proposed Charter School: High Performance Public Charter School
6) The Proposed Charter Location: Little Rock
7) Grade Levels: 7-12
8) Description of purpose or special emphasis:

The proposed school's purpose is to make connections with Arkansas business and industry to create educational opportunities for junior high and high school students wishing to obtain post-secondary education and remain in Arkansas to work and live.

We look forward to working with you as we move through this process.

Sincerely,

Michelle Linch

RECEIVED
JUL 02 2007
CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Dr. Caroline Proctor,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Name of Proposed School: e-STEM High Public Charter School

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Articles of Incorporation for a Non-profit organization (e-STEM Elementary School) were included with the application. The charter did not include a copy of the 501 (c) (3) application.

Legal Comments: p. 1, Application: The application indicates that the sponsoring entity has filed for Section 501(c) (3) status from the Internal Revenue Service.

According to Section 14 of Act 736 of the 2007 Regular Session of the 86th General Assembly, amending Ark. Code Ann. § 6-23-303, a charter applicant must establish the entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 5 / 10

Weakness: There is no indication as to who attended each meeting.

Strengths: Did include the results of a survey.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 4 / 10

Weakness: The notary sheet confirming the notices for the meetings is unsigned and unstamped.

Strengths: The schedule was followed according to requirements.

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 5 / 10

Weakness: The description of the composition of the board is vague. The definition of "self-perpetuating" is not clearly understood.

Strengths: The application describes the "CEO's duties are aligned with the business side of operating a public school" and that "the Board will seek a candidate with a terminal degree... and a strong background in education law, school finance, and business".

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 7 / 10

Weakness: - -

Strengths: Mission statement is present.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 4 / 10

Weakness: It is difficult to understand the correlation between the charts and narratives included in the application.

Strengths: Application did include a lot of data.

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 5 / 10

Weakness: The application makes no mention of the school ACSIP program and how it will be incorporated. It is unclear how the engineering program will be accomplished. There is not enough explanation about the proposed curriculum. The sample of curriculum pages were illegible.

Strengths: The instructional program is based upon meeting the needs of high tech industries. The needs were described by a major motor manufacturer in an adjoining state.

Legal Comments: Page 19: "Nonetheless, a blended approach of traditional classroom instruction, compressed video course and web-based asynchronous training will be required to meet requirements and offer students the full breadth and scope of content they deserve."

House Bill 2481 (Bill) of the 2007 Regular Session of the 86th General Assembly specifically permitted a public school district or open-enrollment charter school to offer a blended school program. The Bill, however, was not enacted into law by the General Assembly.

Additionally, Section 24 of Act 1420 of the 2007 Regular session of the 86th General Assembly requires the Department of Education to notify the State Board of Education by July 1, 2007 of the maximum number of students (up to 500) that the State Board of Education shall allow to enroll and attend any open-enrollment charter school that uses internet, long-distance or virtual technology as the primary method of teaching. The State Board of Education has already approved an open-enrollment charter for the maximum number of students permissible under this Act for the Arkansas Virtual School.

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 3 / 10

Weakness: There is no mention of which certified personnel will administer the state mandated assessments.

Strengths: Specific growth statement projections are included.

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 3 / 10

Weakness: There is lack of detail on how they will accomplish the confirming and evaluating of the curriculum alignment.

Strengths: - -

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 3 / 10

Weakness: Documentation of letters sent to superintendents does not match the geographical area described in this section. The description is only for Pulaski County Public Schools.

Strengths: A descriptive paragraph of the populations of the proposed area of service is included.

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 2 / 10

Weakness: There is no mention of required public meetings according to Standards for Accreditation. The list of items for the published report is incomplete according to Standards.

Strengths: - -

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement

that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 5 / 10

Weakness: The description of the lottery process is unclear. What process will be used?

Strengths: A system for guaranteeing an acceptable racial balance is included.

Legal Comments: Page 4: "Students will be admitted exclusively through a lottery system weighted to maintain a racial balance that includes between 20 and 41% minority enrollment, in line with Pulaski County Special School District's desegregation settlement terms. Per Arkansas law (A.C.A. § 6-18-203), grade eligible children of faculty and staff are given waivers from the lottery. Parental involvement is much more likely when siblings attend the same school; therefore, siblings are given a preference in the admissions process."

Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The applicant will have to show that its proposed use of a weighted lottery falls within § 6-23-306's provisions. Additionally, the proposed charter facility location lies within the boundaries of the Little Rock School District and not the Pulaski County Special School District.

Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306 to only permit the following preferences:

> (ii) However, an open-enrollment public charter school may allow a preference for:
> (a)(1) Children of the founding members of the eligible entity.
> (2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
> (b) Siblings of students currently enrolled in the school.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 5 / 10

Weakness: The application does not provide detailed information on job responsibilities or the number of staff that will be needed.

Strengths: Job descriptions are given for school director and some key personnel.

The application describes the "CEO's duties are aligned with the business side of operating a public school" and that "the Board will seek a candidate with a terminal degree... and a strong background in education law, school finance, and business".

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 8 / 10

Weakness: The application states "the school will contract services with a CPA firm with extensive experience in education and state accounting procedures and systems to provide oversight and auditing services." Typically, an accounting firm does not provide both oversight and auditing services as this is considered a conflict of interest. The applicant should revise this for compliance with acceptable business practices.

Strengths: The application provides reasonable detail on the policies and procedures for the business office and budget adoption process.

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 1 / 10

Weakness: The application failed to state that the financial audit will comply with all state laws, rules, deadlines, and filing requirements.

The application was copied from a previous application for Dreamland Academy, and as such does not align to the information provided in other sections of the application.

Strengths: - -

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 4 / 10

Weakness: No statement is included regarding who will be trained.

The application does not provide any detail or procedures describing how the school will implement the use of the APSCN network and Pentamation software.

Strengths: The application provides the required statement.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 7 / 10

Weakness: - -

Strengths: Agreement has been provided. The application states that the facility will comply with ADA, IDEA, and all other state and federal laws.

Legal Comments: Page 20: The application indicates that the former *Arkansas Democrat-Gazette* building will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: 9/18/07

1. Charter School: e-STEM High School Public
2. Location: 112 W. 3rd. St., Level 1, Little Rock, AR
3. General Observations: Old Gazette Building in downtown Little Rock. There is a private parking lot (40-50 spaces) with the building which will be utilized for student drop-off and pick-up. The building will require extensive renovation.
4. Academic Suitability: N/A
5. ADA Accessibility: Will meet city and state codes.
6. Life Safety Codes: Will meet city and state codes. Must satisfy all city requirements in order to receive an occupancy permit from the building department.

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 4 / 10

Weakness: Application gives a minimal description of the student services.

This charter cannot be funded for the National School Lunch Program at this time. USDA guidelines require a 501 (c) (3) status prior to approval for the National School Lunch Program. Three charters (e-stem elementary, e-stem middle and e-stem high) are sharing this facility. To be funded separately with USDA funds, they must all operate stand alone programs (facilities, finances, meal service, contracts, 501 (c) (3) status ...).

Application provided a limited description of food services. Charter will depend on the Arkansas Charter School Resource Center for handling food service decisions. No vendor has been pre-selected. No cafeteria/kitchen is mentioned in the proposed facility. Revenues of $50,000 from

the Child Nutrition Program seem unrealistic for enrollment and percent of eligible students. The application did not provide different 501 (c) (3) information, and unless they have a group exemption, this Charter cannot be funded under USDA regulations. No contact with ADE, Child Nutrition Unit was made by the applicant. Charter school non-profit food service can not contract with a third party for compliance of Federal Child Nutrition Regulations. The Charter is the responsible entity.

Strengths: The Charter will be located in Little Rock with ample labor and vendors for meal service available. Sufficient funds were budgeted for food service expenditures.

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 1 / 10

Weakness: Question information not supplied.

Strengths: --

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: --

Weakness: --

Strengths: --

Legal Comments:

a. Ark. Code Ann. § 6-15-902 ("Uniform grading scale"): § 6-15-902's use may be waived as to non-core (i.e., elective) courses only.

b. Ark. Code Ann. § 6-15-1004, 6-17-309, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the

requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.

- The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to criminal background checks.

c. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk).

This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

d. Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the Standards for Accreditation Rules (concerning approval of building plans and standards for school construction).

The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

The following is a list of several problems with the budget template submitted by the applicant. The applicant should review this information and make the appropriate revisions to ensure the accuracy and integrity of the financial statements.

- The Revenues listed do not sum to Total Expenditures reported.
  - Administrative total expenditures are overstated by $1,501
  - Food Services total expenditures are understated by $3,750
  - Substitute Personnel total expenditures are understated by $1,500
  - The applicant should review this information and make the appropriate revisions to ensure the sum of the items equals the Total Expenditures.

- Revenues include $165,170 in "Other" Revenues. The source of these Other Revenues is not identified.

- Revenues are based on the school enrolling the maximum number of students, 100.

- The application included a schedule "e-STEM High Public Charter School Annual Operating Budget". The "Salaries Section" on this schedule total $392,595. The salaries itemized on the application budget template total $228,125. This is a variance of $164,470.

- The application included a schedule "e-STEM High Public Charter School Annual Operating Budget". The "Teachers: Base Pay" on this schedule total $316,219. The salaries itemized on the application budget template total $228,125. This is a variance of $88,094.

- The application included a schedule "e-STEM High Public Charter School Annual Operating Budget". This schedule includes "Pay for Performance" for various positions. These items total $76,376. This item is not included on the application budget template total.

- The application included a schedule "e-STEM High Public Charter School Annual Operating Budget". The "Benefits" on this schedule total $83,910. The benefits itemized on the application budget template total $41,552. This is a variance of $42,358

- The application included a schedule "e-STEM High Public Charter School Annual Operating Budget". The "Total Revenues" on this schedule total $752,770. The Total Revenues on the application budget template total the same. The "Total Expenditures" on this schedule total $750,191. The Total Revenues on the application budget template total $740,762. This is a variance of $9,429. The "e-STEM High Public Charter School Annual Operating Budget" schedule revenues exceed expenditures by $2,579. The application budget template revenues exceed expenditures by $12,008.

- The budgeted debt expenditures total expenditures are $509,318.

- The Salary Schedule is not included.

- Budgeted salary expenditures can not be verified due to the failure to provide the required salary schedule.

- Attached to the application you will find a calendar, a facility use agreement, a signed Statement of Assurances form, and evidence of status as eligible entity.

FedEx. US Airbill
Express

FedEx Tracking Number 8619 8276 8699

1 From *Please print and press hard.*

Date 10/3/07 Sender's FedEx Account Number 3332-3106-9

Sender's Name Charter School Office Phone (501) 683-5300

Company ARKANSAS DEPT OF ED

Address 4 CAPITOL MALL RM 305B Dept./Floor/Suite/Room

City LITTLE ROCK State AR ZIP 72201

2 Your Internal Billing Reference First 24 characters will appear on invoice. OPTIONAL

3 To

Recipient's Name Dr. Caroline Proctor Phone (479) 5754292

Company e-STEM middle P.C.S.

Recipient's Address 301 Grad. Educ., University of AR Dept./Floor/Suite/Room
We cannot deliver to P.O. boxes or P.O. ZIP codes.

Address
To request a package be held at a specific FedEx location, print FedEx address here.

City Fayetteville State AR ZIP 72701

0359521548

Schedule a pickup at fedex.com
Simplify your shipping. Manage your account. Access all the tools you need.

MURTA 0215 Sender's Copy

4a Express Package Service *Packages up to 150 lbs.*

- [X] FedEx Priority Overnight — Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Standard Overnight — Next business afternoon.* Saturday Delivery NOT available.
- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

FedEx Envelope rate not available. Minimum charge: One-pound rate. * To most locations.

4b Express Freight Service *Packages over 150 lbs.*

- [ ] FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation: ** To most locations.

5 Packaging

- [X] FedEx Envelope*
- [ ] FedEx Pak* — Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak
- [ ] FedEx Box
- [ ] FedEx Tube
- [ ] Other

* Declared value limit $500.

6 Special Handling Include FedEx address in Section 3.

- [ ] SATURDAY Delivery NOT Available for FedEx Standard Overnight, FedEx First Overnight, FedEx Express Saver, or FedEx 3Day Freight.
- [ ] HOLD Weekday at FedEx Location NOT Available for FedEx First Overnight.
- [ ] HOLD Saturday at FedEx Location Available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.

Does this shipment contain dangerous goods? One box must be checked.

- [X] No
- [ ] Yes — As per attached Shipper's Declaration.
- [ ] Yes — Shipper's Declaration not required.
- [ ] Dry Ice — Dry Ice, 9, UN 1845 ____ x ____ kg
- [ ] Cargo Aircraft Only

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging.

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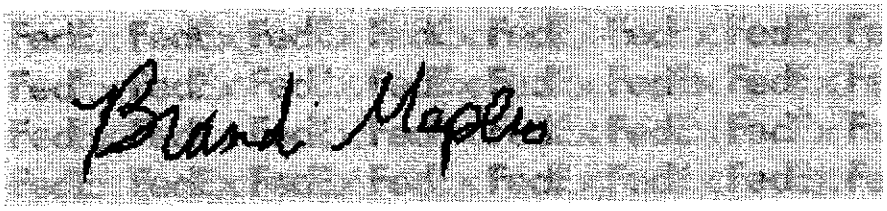

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RESPONSE TO EVALUATION

OF

e-STEM High Public Charter School

RESPONSE TO Eligibility Status: Arkansas Act 735 of 2007 changed the requirement of tax exempt status under IRS Code 501(c)(3) at the time of application to a requirement of tax exempt status under IRS Code 501(c)(3) at the time the school opens. There is no statutory or regulatory requirement to provide the corporation's application to the IRS.

RESPONSE TO OBJECTIVE #1: Applicant's response to objective 1 details number of meeting attendees and provides the results of an anonymous survey of citizens in central Arkansas. Although a sign-in sheet was used to provide further information to meeting attendees, we choose not to make the names of citizens simply seeking information a part of a permanent, public record.

RESPONSE TO OJECTIVE #2: We believe this comment is in error.

RESPONSE TO OBJECTIVE #3: The word self perpetuating means internally re-generating. A self-perpetuating board is fairly common in the nonprofit and collegiate arenas. The eSTEM corporate board is designed to maintain a majority membership made up of content area experts in the fields of economics, science, technology, engineering and math (eSTEM). The purpose of this design is to make sure that academics drives the school. When a founding board member resigns or retires, the remaining board members will review potential trustees nomination applications and select the successor member. The school also has a local advisory board chaired by the individual who filed the original letter of intent for this charter.

RESPONSE TO OBJECTIVE #5: It is difficult to address these comments. The statement of need addresses local, state, national and international needs that are reaching crisis status. The charts used are very simple line graphs. We are perplexed by the difficulty the reviewer had in understanding the information.

RESPONSE TO OBJECTIVE #6: There is no statutory or regulatory requirement to address the ACSIP plan before a charter has even been granted. Further, the ACSIP is not even referenced in the application. This criticism was applied to several, but not all of the twelve charter applicants. Using the absence of information that has never been required, or even mentioned, as a basis to subtract quality points is inequitable. As per research and explanation of curriculum components, page 10 and 11 of the application uses research results from the Trends in International Mathematics and Science Study (TIMSS) in 1995, 1999, and 2003 as a basis for selecting the mathematics curriculum; a 2005 study by the U.S. Department of Education; and 2007 NAEP results to justify the economics curriculum. We apologize for the quality of the sample curriculum pages and have included clearer copies.

RESPONSE TO OBJECTIVE #8: This weakness is noted and the applicant will seek the assistance of the department for any curriculum not already aligned to the state standards.

RESPONSE TO OBJECTIVE #9: The statute and regulations governing the application process denote two types of district notification. One notification requires letters for every contiguous (touching) district; and the second requires letters for any district likely to be directly impacted.

The application is clear that the target area is central Arkansas, and the districts likely to be impacted are LRSD, NLRSD, and PCSSD.

RESPONSE TO OBJECTIVE #10: The application states: "Per Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2, an annual report will be distributed once all test scores and financial reports are available to the parents and the State Board of Education." We assert again, that the Annual Report process will be in compliance with *Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.*

RESPONSE TO OBJECTIVE #11: Applicant student selection process is completely aligned to the state statute and the non-regulatory guidance from the US DOE. Because the court's ongoing involvement with the LRSD, we stated in our application and we re-affirm our intent to modify our enrollment and selection processes as governed by any future court decisions.

RESPONSE TO OBJECTIVE #12: Job responsibilities are detailed in section three, Governance Structure, of the application. Number of faculty and staff are detailed on the detailed budget pages that are included.

RESPONSE TO OBJECTIVE #13: The financial audit will comply with all state laws, rules, deadlines, and filing requirements.

RESPONSE TO OBJECTIVE #14: The staffer comment that the "application was copied from a previous application for Dreamland Academy..." is false. The application is not even similar to the Dreamland application. The section of the application dealing with audit procedures was developed for charter schools in general and used by the Dreamland Academy. We challenge the assertion that the procedures cited do not align with other sections of the application, and hold that the procedures outlined are, by design, very effective and efficient.

RESPONSE TO OBJECTIVE #15: The statute, regulations and application instructions all require a statement that the applicant will participate in the APSCN. The application has a statement that the applicant will participate in the APSCN. There are no statutory or regulatory requirements for details of implementation

RESPONSE TO OBJECTIVE #16: The applications contains a fully executed facilities use agreement. The Division of Public School Academic Facilities and Transportation has inspected the facility, see below under "Site Visit". The building was also inspected by Marlar Engineering, and that report is included in the application.

RESPONSE TO OBJECTIVE #17: Section 17 of the application details plans to subcontract counseling and health services. The application states that the applicant will use the CALS downtown branch, which is less than ½ mile from the school. Comprehensive assurances are provided for special education compliance.

This application is for eSTEM High school, only. Staffer's comments are conjecture. Each school is independently incorporated, and there is no requirement for separate facilities, any more than HUD would refuse to fund a condominium because it was under the roof of several other residences. The applicant does not state the intent to turn food service decisions over to the ACSRC. The school will cooperate with other charter sharing a Child Nutrition consultant coordinated by the ACSRC. A Group Exemption application is being processed by the IRS.

Applicant directs State Board members to the facilities report provided by Marlar Engineering, which references the location of cafeterias in the building.

Applicant notes the opinion that the projected level of NSLA funds might be high, and the application budget has been modified in light of this recommendation.

RESPONSE TO OBJECTIVE #18: This section was omitted during file transfer.

18. PARENTAL INVOLVEMENT

The PowerSchool Student Information System to be used by the school will allow parents to interact with teachers and administrators with ease. Parents can request progress reports in one or all subjects, on a weekly or even daily basis. Several of the curricular programs to be used, such as APEX and PLATO are web based. Parents and students will be able to look over lessons from a home computer, a computer at the public library, or at the Parent Center located at the school. It is hoped that parents will volunteer to share any talents they have with the school.

RESPONSE TO BUDGET TEMPLATE: We believe the confusion in the budget area may be because the applicant is using a very detailed financial planning budget format, as opposed to the application summary format. Please see included budget pages. As to amounts budgeted, we are aware of the amount of state foundation aid per student, however, that amount is based on average daily membership. The school would only generate the total amount if every slot was filled from the first day, and no child ever missed a day. Taking that into account, we have reduced this figure by 5% purposefully. In the same vein, revenues *do* exceed expenditure. We think that is the fiscal practice, always.

The application notes that salaries are determined by a combination of the state minimum salary scale, which is publish in the Arkansas Code, and an aggressive pay-for-performance model. Both are spelled out in the detailed budget that was included with the application.

e-STEM High Public Charter School Annual Operating Budget		
Comments and Underlying Assumptions		
Major Assumptions:		
Number of students	100	9th grade year one, adding a grade a year
Student:teacher ratio	1:13.3	
Number of regular/AP	4	Science/Math/Soc. Stu./Eng.
Number of Special Education teachers	0.5	
Technology/Lab Teacher	1	
Economics teacher	0.5	
Art Teacher (.5 FTE)	0.25	
Music Teacher (.50 FTE)	0.25	
Foreign Language Teacher	0.25	
Number of instructional aides	0	
PE/Athletics	0.25	
Facility square footage	7,250	Assumes 73 square feet per student
Base teacher salary: Average teacher salary	$ 38,761	Median of state minimum bachelors level + median of state min. masters level divided by two divided by 10 then multiplied by 11 for extra month on contract.
Pay for Performance max.at ave/teacher	$ 11,628	30% of base salary
State Foundation Aid/Student 08-09	$ 5,500	Foundation t (assumes $5,789 per child adjusted by 95% for ADM)

State Foundation Aid Enhancement/Student	$	83	$87 per child adjusted by 95% ADM
State Professional Development Aid/Student	$	39	$41 per child
NSLA/eligible student	$	480	Assumes 61% eligible
ELL/eligible student	$	293	Assumes 10%
Spec Educ super/student	$	8	
Federal Special Education	$	1,200	Assumes 12% eligible (12)
Federal Categorical Funding/Student	$	350	
Child Nutrition	$	60,000	Assumes Expense of $3 per child x 200 school days; recpts of $2.50 per child x 200 days
REVENUES			
State Foundation Aid	$	550,000	Foundation t (assumes $5,789 per child adjusted by 95% for ADM)
State Foundation Aid Enhancement	$	8,300	$87 per child adjusted by 95% ADM
ELL student/eligible (10)		2,930	Assumes 10%
Professional Development		3,900	
NSLA		29,280	
Special Education Super.		800	
Special Education/student		14,400	Assumes 12% of enrollment (12)
Child Nutrition		50,000	
Federal Categorical		35,000	

Total Revenues	**$ 694,610**	
EXPENDITURES		
Salaries		
Director Base salary (.25 FTE)	$ 16,250	
Director Pay for Performance max	$ 8,125	50% of base (Max)
Lead Teacher (.25 FTE): Base salary	$ 10,571	Ave teacher plus 1 months extended contract
Lead Teacher: Pay for Performance max.	$ 5,286	50% of base (Max)
Academic Advisor (.25 FTE) Base Pay	$ 10,571	
Academic Advisor (.25 FTE) Max pay for performance	$ 5,286	
Teachers:Base pay	271,327	
Teachers: Max. Pay for Performance	48,839	Assume 60% attainment of max.
Instructional aides	0	
Secretary Base (.25 FTE)	7,500	
Secretary: Max Pay for Performance	750	assume 10%
Benefits		
Retirement	53,831	Assumes state retirement system at 14% of salaries
Health	13,440	Assumes $140/month per employee (8 employees)

FICA	5,575	Assumes Medicare at 1.45% of salaries
Other	9,613	Assumes 2.5% of salaries for workers' comp, unemployment
Books and Supplies.		
Texts and instructional materials	10,000	Assumes $100 per student
Other books	0	Assumes use of CALS as library
Software (APEX)	5,000	Assumes $50 per student
Technology	0	4% of budget, annually (year one funded through Walton Family Foundation Implementation grant)
Classroom paper and supplies	5,000	Assumes $50 per student
Office supplies	1,200	Assumes $100/month
Janitorial supplies	0	
Athletic equip	500	
Sports league fees	750	
Services and Contracts		
Custodial	4,500	Assumes $375 a month
Bookeeping & Audit	3,000	Assumes $125/month bookeeping, $1,500 audit
Legal	2,000	Assumes $1500 retainer, $500 reserve
Liability & property	2,500	
Waste disposal	1,800	Assumes $150/month
Student testing & assessment	2,500	Assumes $25 per student

Staff development	4,000	Assumes $500/teacher plus director
Special education, Child Nutrition, Technology, etc, consultants	7,500	Assumes $75 per student average cost
Health & Counseling	2,500	Assumes contracts w/community providers and 70% student coverage by Medicaid, AR Kids First, or private insurance
Substitute Teachers	1,500	Assumes 25 days @$60
Student Transportation	11,000	Assumes $10 a child, a month, 11 months
Faculty parking stipend	2,100	Assume $25 a month per teacher (7)
Travel & conferences, board retreat	2,500	
Internet service provider	6,600	Assumes 30 accounts at $20/month
Postage	360	Assumes $30/month
Copier lease	900	Assumes $75/month
Child Nutrition	60,000	
Facilities and Capital		
Rent/lease/mortgage	58,035	Assumes annual triple net lease at $7.50/square foot/triple net of $.45, 73 sq. ft per student
Replace furnishings & equipment	0	(Start-up will be grant funded; subsequent years will be budgeted at $25 per student for replacement/repair)
Gas/electric/Water	4,800	Assumes $400 per month
Phone	2,400	Assumes $50 per month
Security alarm	300	Assumes $25/ per month

Management fee	13,892	Assume 2% of Revenue (Shared Business/Central Office Services)
Total Expenditures	**$ 684,101**	
Surplus (Deficit)	**$ 10,509**	
* Engineering and science labs funded through Walton Family Foundation Implementation grant.		

CLASSROOM TEACHER MINIMUM SALARY SCHEDULE AND PAY-FOR-PERFOMANCE ENHANCEMENT POTENTIAL

Years of Experience	Minimum Base BA Degree	Pay for Performance Potential (Up to 30% of Base)	Minimum Base MA Degree	Pay for Performance Potential (Up to 30% of Base)
0	$ 32,486	$ 9,746	$ 37,359	$ 11,208
1	$ 32,998	$ 9,899	$ 37,927	$ 11,378
2	$ 33,508	$ 10,052	$ 38,495	$ 11,549
3	$ 34,020	$ 10,296	$ 39,062	$ 11,719
4	$ 34,530	$ 10,359	$ 39,630	$ 11,889
5	$ 35,042	$ 10,513	$ 40,197	$ 12,059
6	$ 35,552	$ 10,666	$ 40,765	$ 12,230
7	$ 36,064	$ 10,819	$ 41,334	$ 12,400
8	$ 36,574	$ 10,972	$ 41,901	$ 12,570
9	$ 36,859	$ 11,058	$ 42,469	$ 12,741
10	$ 37,085	$ 11,126	$ 43,036	$ 12,911
11	$ 38,107	$ 11,432	$ 43,604	$ 13,081
12	$ 38,618	$ 11,585	$ 44,172	$ 13,252
13	$ 39,129	$ 11,739	$ 44,739	$ 13,422
14	$ 39,640	$ 11,892	$ 45,307	$ 13,592
15	$ 40,151	$ 12,045	$ 45,876	$ 13,763

LEAD TEACHER AND ACADEMIC ADVISOR MINIMUM SALARY SCHEDULE AND PAY-FOR-PERFOMANCE ENHANCEMENT POTENTIAL

Years of Experience	Minimum Base BA Degree	Pay for Performance Potential (Up to 50% of Base)	Minimum Base MA Degree	Pay for Performance Potential (Up to 50% of Base)
0	$ -	$ -	$ 40,755	$ 20,378
1	$ -	$ -	$ 41,375	$ 20,688
2	$ -	$ -	$ 41,995	$ 20,998
3	$ -	$ -	$ 42,613	$ 21,307
4	$ -	$ -	$ 43,238	$ 21,619
5	$ -	$ -	$ 43,851	$ 21,926
6	$ 38,784	$ 19,392	$ 44,471	$ 22,236
7	$ 39,343	$ 19,671	$ 45,092	$ 22,546
8	$ 39,899	$ 19,950	$ 45,710	$ 22,855
9	$ 40,210	$ 20,105	$ 46,330	$ 23,165
10	$ 40,456	$ 20,228	$ 46,948	$ 23,474
11	$ 41,571	$ 20,786	$ 47,568	$ 23,784
12	$ 42,129	$ 21,065	$ 48,188	$ 24,094
13	$ 42,686	$ 21,343	$ 48,806	$ 24,403
14	$ 43,244	$ 21,622	$ 49,426	$ 24,713
15	$ 43,801	$ 21,901	$ 50,047	$ 25,024

CEO MINIMUM SALARY AND PAY-FOR-PERFOMANCE ENHANCEMENT POTENTIAL

	Minimum Base	Pay for Potential (Up to 50% of Base)
	$ 65,000	$ 32,500

Economics Curriculums by Strands (*Scarcity detailed to demonstrate how the instruction for the 20 key concepts will be differentiated for each age group)

		Mastery Benchmarks by Level					
		eSTEM Elementary Public Charter School		eSTEM Middle Public Charter School		eSTEM High Public Charter School	
		Grades K- 4		Grades 5-8		Grades 9-12	
Standard	Related Concepts:	Will Know:	Will Show:	Will Know:	Will Show:	Will Know:	Will Show:
1. * **Scarcity** - Productive resources are limited. Therefore people can not have all the goods and services they want; as a result, they must choose some things and give up others.	Capital Resources, Choice, Consumer Economics, Consumers, Goods, Human Resources, Natural Resources, Opportunity Cost, Producers, Production, Productive Resources, Services, Wants, Entrepreneurship, Inventors, Factors of Production	People make choices because they can't have everything they want.	Identify some choices they have made and explain why they had to make a choice.	Scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and Services that can be produced using all available resources.	Work in groups representing a scout troop that has volunteered to assist at a local nursing home on Saturday morning. The nursing home has a list of 30 possible projects, all of which it would like completed. Explain why all 30 projects cannot be completed on a Saturday morning.	Choices made by individuals, firms, or government officials often have long run unintended consequences that can partially or entirely offset the initial effects of the decision.	Explain how a high school senior's decision to work 20 hours per week during the school year could reduce her lifetime income. Also, explain how an increase in the legal minimum wage aimed at improving the financial condition of some low income families could reduce the income of some minimum wage earners.

		Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity	Match a list of wants with the correct example of a good, service or leisure activity that satisfies each want.	Like individuals, governments and societies experience scarcity because human wants exceed what can be made available from all available resources.	Role play a city council meeting called to allocate a budget of $100,000. The council would like to buy four new police cars at $25,000 each, repair two senior citizen centers at $50,000 each. Explain why a choice must be made, decide how the city council should spend itsmoney, describe the trade-offs made, and identify the opportunity cost of the decision.		
		Whenever a choice is made, something is given up.	Choose a toy from a list of four toys and state what was given up.	Choices involve trading off the expected value of one opportunity against the expected value of its best alternative.	Determine the criteria for selecting a stereo and identify the trade-offs made when selecting one stereo over another.		
		The opportunity cost of a choice is the value of the best alternative given up.	Describe a situation that requires a choice, make a decision, and identify the opportunity cost.	The choices people make have both present and future consequences.	Analyze the consequences of choosing not to study for a final exam and identify when those consequences occur.		

		People whose wants are satified by using goods and services are called consumers.	Examine pictorial examples of people using goods and services and identify the goods and services being consumed.	The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies.	Individually develop a solution to a problem that affects everybody in the class and identify the opportunity cost. Compare the solutions and explain why solutions and opportunity costs differ among students.		
		Productive resources are the natural resources, human resources, and capital goods available to make goods and services.	Identify examples of natural resources, human resources, and capital goods, used in the production of a given product.				
		Natural resources, such as land, are "gifts of nature"; they are present without human intervention.	Use a resource map of Arkansas to locate examples of natural resources.				
		Human resources are the quantity and quality of human effort directed toward producing goods and services.	Draw pictures representing themselves as workers. Also, identify examples of human resources used in the production of education at their school.				
		Capital goods are goods that are produced and used to make other goods and services.	Draw a picture representing a capital good used at school. Also, identify examples of capital goods used to produce a good or service in their community.				

		Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health.	Give examples of how to improve their human capital. Explain how an athlete invests in his or her human capital.				
		Entrepreneurs are people who organize other productive resources to make goods and services.	Select an entrepreneur and identify the productive resources the entrepreneur uses to produce a good or service.				
		People who make goods and provide services are called producers.	Identify producers of five different types of goods and five different types of services.				
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
2. **Marginal Cost/Benefit** - Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are "all or nothing" decisions.	Decision making, Profit Motive, Benefit, Costs, Marginal Analysis, Profit, Profit Maximization, Cost/Benefit Analysis	Few choices are all-or-nothing decisions; they usually involve getting a little more of one thing by giving up a little of something else.	Analyze how to divide their time on a Saturday afternoon when the possibilities are raking leaves to earn money, going roller skating with friends, and shopping at the mall with their aunt. Students will identify the possible uses of their time and explain how devoting more time to one activity leaves less time for another.	To determine the best level of consumption of a product, people must compare the additional benefits with the additional costs of consuming a little more or a little less.	Solve the following problem: Your grandmother give you $30 for your birthday and you are trying to decide how to spend it. You are considering buying compact disks ($12 each), going to the movies ($5 per ticket), or taking some friends out for pizza ($7.50 per person). You do not have to spend all your money on one thing. You can use some money for one thing, and some for another. How would you spend your money	Marginal benefit is the change in total benefit resulting from an action. Marginal cost is the change in total cost resulting from an action.	Explain why beyond some point they are unwilling to buy and consume an additional slice of pizza.

		A cost is what you give up when you decide to do something.	List the costs of buying and caring for a pet.			As long as the marginal benefit of an activity exceeds the marginal cost, people are better off doing more of it; when the marginal cost exceeds the marginal benefit, they are better off doing less of it.	Apply the concepts of marginal benefit and marginal cost to an environmental policy to find the optimal amount of pollution for two firms that have substantially different costs of reducing pollution.
		A benefit is what satisfies your wants.	List the benefits of buying and caring for a pet.			To produce the profit-maximizing level of output and hire the optimal number of workers, and other resources, producers must compare the marginal benefits and marginal costs of producing a little more with the marginal benefits and marginal costs of producing a little less.	Decide how many workers to hire for a profit-maximizing car wash by comparing the cost of hiring each additional worker to the additional revenues derived from hiring each additional worker.
						To determine the optimal level of a public policy program, voters and government officials must compare the marginal benefits and marginal costs of providing a little more of a little less of the program's services.	Use the concepts of marginal cost and marginal benefit to evaluate proposals for a pollution control ordinance aimed at maximizing economic efficiency, then select the best proposal, and explain why it seems best.

Standard	Related Concepts:	Will Know:	Will Show:	Will Know:	Will Show:	Will Know:	Will Show:
3. **Allocation of Goods and Services** - Different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.	Economic Systems, Market Structure, Supply, Command Economy, Market Economy, Traditional Economy	No method of distributing goods and services can satisfy all wants.	Generate different methods of allocating student time on classroom computers, tell who gains and who loses with each distribution method, and conclude that no distribution method satisfies all wants.	Scarcity requires the use of some distribution method, whether the method is selected explicitly or not.	Describe the distribution methods used to allocate a variety of goods and services, such as, parking spaces, prison paroles, access to a new drug treatment for cancer, seats on a bus, milk, and tickets to a popular art exhibits. Then explain why a distribution method is necessary.	Comparing the benefits and costs of different allocation methods in order to choose the method that is most appropriate for some specific problem can result in more effective allocations and a more effective overall allocation system.	Examine economic systems used in different countries, select the one that provides the most effective method for allocating resources, and explain why this method is effective. Also, assess the effectiveness of various systems for allocating organ transplants, hunting and fishing licenses, elective offices, time with a parent, and access to hospital maternity facilities.

		There are different ways to distribute goods and services (by prices, command, majority rule, contests, force, first-come/first-served, sharing equally, lottery, personal characteristics, and others), and there are advantages and disadvantages to each.	Compare the advantages and disadvantages of different methods of allocating various goods and services, such as cookies, houses, student time on playground equipment at recess, elective class offices, military service in times of war or peace, and athletic championships.	There are essential differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority.	Compare the methods used to allocate work responsibilities in homes with those used to allocate work responsibilities in business. Also, compare the advantages and disadvantages of economic systems used in different countries and at different times, using as criteria broad social goals such as freedom, efficiency, fairness, and growth.		
				People in all economies must address three questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them?	Answer the three economic questions while producing a simple classroom product, such as your bracelets, greeting cards, or decorations for a school dance.		
				National economies vary in the extent to which they rely on government directives (central planning) and signals from private markets (prices) to allocate scarce goods, services, and productive resources.	Compare the relative size and responsibilities of government in several countries.		

				As consumers, people use resources in different ways to satisfy different wants. Productive resources can be used in different ways to produce	List the resources used to produce some item and identify other items that could have been made from these resources		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
4. **Role of Incentives** - People respond predictably to possitive and negative incentives.	Choice, Incentive	Rewards are positive incentives that make people better off.	List examples of rewards that are incentives for positive classroom behavior.	Responses to incentives are predictable because people usually pursue their self-interest.	Explain why they would be willing to shovel snow when temperatures are below freezing, mow lawns when their friends are going to a movie, or babysit on a weekend evening instead of going with friends to a dance.	Acting as consumers, producers, workers, savers, investors, and citizens, people respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.	Analyze the impact (on consumers, producers, workers, savers, and investors) of an increase in the minimum wage, a new tax policy, or a change in interest rates.
		Penalties are negative incentives that make people worse off.	List examples of penalties or negative incentives that discourage inappropriate behavior at home.	Changes in incentives cause people to change their behavior in predictable ways.	Predict how students' study habits will change if the grading system changes from letter grades to pass/fail to no grades.	Small and large firms, labor unions and educational, and other not-for-profit organizations have different goals and face different rules and constraints. These goals, rules, and constraints influence the benefits and costs of those who work with or for those organizations, and, therefore, their behavior.	Compare and contrast the incentives an individual might face in serving as an elected official, the owner of a small business, the president of a large company, and the director of a local United Way office.

		Both positive and negative incentives affect people's choices and behavior.	Identify examples of incentives and categorize them as positive or negative.	Incentives can be monetary or non-monetary.	Identify the monetary and non-monetary incentives related to taking a driver's education class.		
		People's views of rewards and penalties differ because people have different values. Therefore, an incentive can influence different individuals in different ways.	Identify the incentives that would encourage them to read a book, to return their library books on time, to repay money they borrow from the school cafeteria for lunch, and to complete their homework assignments on time; explain why various students respond differently to incentives to do these things. Also, explain why some students will do extra-credit work and some will not.				
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
5. **Gain from Trade** - Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals	Barriers to Trade, barter, Exports, Imports, Voluntary Exchange, Exchange, Exchange Rate	Exchange is trading goods and services with people for other goods and services or for money.	Identify exchanges they have made and tell whether they were monetary or barter exchanges.	When people buy something, they value it more than it costs them; when people sell something, they value it less than the payment they receive.	Describe recent monetary transactions they have made; as buyer or sellers. Explain why they were willing to trade.	A nation pays for its imports with is exports.	Participate in a trading simulation where students represent different countries with specific goods to sell and specific goods they want to buy; conclude that a nation pays for its imports with its exports or by
		The oldest form of exchange is barter the direct trading of goods and services between people.	Identify current and historical examples of barter exchanges.	Free trade increases worldwide material standards of living.	Identify the benefits when a trade barrier such as sugar or automobile import quotas is eliminated.	When imports are restricted by public policies, consumers pay higher prices and job opportunities and profits in exporting firms	Analyze the political and economic implications of a proposed ban on imported televisions.

		People voluntarily exchange goods and services because they expect to be better off after the exchange.	Describe a trade they have made, such as one with baseball cards, stickers, or lunch desserts, and explain why they agreed to trade.	Despite the mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons or because some companies and workers are hurt by free trade.	Look at historical examples of periods when the United States has imposed trade barriers and explain why U.S. citizens would impose trade barriers given the mutual benefits of free trade.		
				Imports are foreign goods and services that are purchased from sellers in other nations.	Examine labels of products in their homes and compile a list of imported products and the countries from which they are imported.		
				Exports are domestic goods and services that are sold to buyers in other nations.	Determine what major products are produced in their community for export and to the countries to which they are exported.		
				Voluntary exchange among people or organizations in different countries gives people a broader range of choices in buying goods and services.	Describe how their daily lives would be different if people in the United States did not trade with people in other countries.		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

6. **Specialization and Trade** - When individuals, regions, and nations specialize in what they can produce at the lwest cost and then trade with others, both production and consumption increase.	Division of Labor, Production, Productive Resources, Specialization, Factor Endowments, Gains from Trade, Relative Price, Transaction Costs, Factors of Production, Full Employment	Economic specialization occurs when people concentrate their production on fewer kinds of goods and services than they consume.	Name several adults in the school or community who specialize in the production of a good or service (e.g., baker, law enforcement officer, teacher, etc.) and identify other goods and services that these individuals consume but do	Labor productivity is output per worker.	Produce a product using an assembly line process and compute output per worker.	Two factors that prompt international trade are international differences in the availability of productive resources and differences in relative prices.	Name three things, such as bananas, coffee and Eucalyptus oil, that cold be produced in the continental United States, although production would be very costly, and explain in terms of opportunity costs why the United
		Division of labor occurs when the production of a good is broken down into numerous separate tasks, with different workers performing each task.	Participate in a simulated assembly line and identify the separate operations and the different tasks involved.	Labor productivity is output per worker.	Produce a product using an assembly line process and compute output per worker.	Transaction costs are costs (other than price) that are associated with the purchase of a good or service. When transaction costs decrease, trade increases.	Identify transaction costs associated with the purchase of a good or service. Also, explain why each of the following encourages exchange: (1) more efficient trucks can carry larger loads for the same fuel
		Specialization and division of labor usually increase the productivity of workers.	Work individually to produce a product and then work as a member of a small group to produce the same product. Explain why more goods usually are produced when each member of the group performs a particular task in making the good.	As a result of growing international economic interdependence, economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	Explain how a tariff on imported cacao beans affects the production of chocolate candy in the United States and how it affects people in cacao- growing countries. Also, analyze data on the kinds and value of goods that Japan, Canada, Mexico, and Germany export to the United States and predict the likely effect of a recession in the United States on	Individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations.	Apply the concepts of opportunity cost and comperative advantage to the following problem: The Netherlands can produce in one day either four drill presses or eight embroidered tablecloths. Using the same amount of resources, Portugal can produce either two drill presses or seven embroidered tablecloths. Which country should specialize in drill

		Greater specialization leads to increasing interdependence among producers and consumers.	Compare the extent of specialization and interdependence of a shipwrecked sailor living on an isolated Pacific island with a family that owns a cattle			Comparative advantages change over time because of changes in factor endowments, resource prices, and events that occur in other	Explain why the United States no longer has a comparative advantage in the production of shoes.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
7. **Markets - Price and Quantity Determination** - Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and	Market Structure, Markets, Price Floor, Price Stability, Quantity Demanded, Quantity Supplied, Relative Price, Exchange Rate	A price is what people pay when they buy a good or service, and what they receive when they sell a good or service.	Identify prices they have paid for a hamburger, french fries, and a soda, and prices they have received for selling lemonade, feeding a neighbor's pet while its owner is on vacation, or	Market prices are determined through the buying and selling decisions made by buyers and sellers.	Play a market game in which buyers and sellers determine the market price for a common product, for example. wheat, apples, baseballs.	A shortage occurs when buyers want to purchase more than producers want to sell at the prevailing price.	Explain why there is usually a shortage of batteries in areas where forecasters predict a hurricane and why apple bins in grocery stores are empty when disease has
		A market exists whenever buyers and sellers exchange goods and services.	Give examples of markets in which buyers and sellers meet face-to-face and other markets in which buyers and sellers never meet.	Relative prices refers to the price of one good or service compared to the prices of other goods and services. Relative prices are the basic measures of the relative scarcity of products when	Explain in terms of relative scarcity why people are willing to pay higher prices for diamonds than for water, even though water is necessary for life and diamonds are not.	A surplus occurs when producers want to sell more than buyers want to purchase at the prevailing price.	Explain why there is often a late-season surplus of tickets available for the home contests of a baseball team that loses most of its games.
		Most people produce and consume. As producers they make goods and services; as consumers they use goods and services.	Identify people who are acting as consumers and provide examples of situations in which the students were consumers of goods and services. Identify people who are acting as producers, and provide examples of situations in which the students produced goods and services.	The market clearing or equilibrium price for a good or service is the one price at which quantity supplied equals quantity demanded.	Determine the market clearing price when given a supply schedule and a demand schedule for compact discs.	Shortages of a product usually result in price increases in a market economy; surpluses usually result in price decreases.	Explain what happened (and why) to the price of tickets to sporting events purchased from scalpers when many more people want to attend those events than the number of seats in the stadium or arena. Also, explain what will happen to the price of a rare

				If a price is above the market clearing price, it will fall, causing sellers to produce less and buyers to purchase more; if it is below the market clearing price, it will rise, causing sellers to produce more and buyers to purchase less.	Identify examples of products for which the price fell because sellers were unable to sell all they had produced; identify examples of other products for which the price rose because consumers wanted to buy more than producers were producing.	When the exchange rate between two currencies changes, the relative prices of the goods and services traded among countries using those currencies change; as a result, some groups gain and others lose.	Use the following scenarios to analyze the effects on trade of a change in exchange rates. In one year, the American dollar equaled 250 Japanese yen; in the following year, the American dollar equaled 150 yen; and in the third year, it equaled 200 yen. If a Nikon camera costs 75,000 yen and Sony Walkman radio costs 25,000 yen: (1) What will be the price in dollars of these two products in each year for an American? (2)
				An exchange rate is the price of one nation's currency in terms of another nations currency. Like other prices, exchange rates are determined by the forces of supply and demand. Foreign exchange markets allocate international currencies.	Calculate the following: (1) If the British pound is worth $1.42. How much would you have to pay in England for a compact disk that is worth $16.00? (2) If the Canadian dollar is equal to $.72 in American money. What is the Canadian equivalent of $15.00 American? (3) If it takes 1372 Italian lira to buy $1.00. How much is an Italian sweater purchased for 27,000 lira in American dollars?		

Standard	Related Concepts:	Will Know:	Will Show:	Will Know:	Will Show:	Will Know:	Will Show:
8. **Role of Price in Market System** - Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.	Non-price Determinants, Price Floor, Price Stability, Supply, Determinants of Demand, Determinants of Supply, Law of Demand, Law of Supply, Price Ceiling, Substitute Good, Price	High prices for a good or service provide incentives for buyers to purchase less of that good or service, and for producers to make or sell more of it. Lower prices for a good or service provide incentives for buyers to purchase more of that good or	Predict how consumers would react if the price of pencils rose to $10 each (and explain the prediction). Predict how they would react if the price fell to $ .01 each (and explain the prediction). Explain how produces would react in each situation.	An increase in the price of a good or service encourages people to look for substitutes, causing the quantity demanded to decrease, and vice versa. This relationship between price and quantity demanded, known	Survey students in other classes at school regarding how many glasses of orange juice students would be willing and able to buy at various prices. Analyze the data to show the relationship between price and quantity demanded. Identify the	Demand for a product changes when there is a change in consumers' incomes or preferences, or in the prices of related goods or services, or in the number of consumers in a market.	Predict the change in demand for a particular brand of jeans when an extensive ad campaign for the brand targets teenagers, their allowances double, the price of corduroy pants skyrockets, or jeans become a popular item.
				An increase in the price of a good or service enables producers to cover higher per-unit costs, causing the quantity supplied to increase, and vice versa. This relationship between price and quantity supplied is normally true as long as other factors influencing	State the number of push ups they would be willing and able to supply at various prices. State a generalization about the relationship between price, cost, and quantity supplied from the data.	Supply of a product changes when there are changes in either the prices of the productive resources used to make the good or service, the technology used to make the good or service, the profit opportunities available to producers by	Predict the changes in supply and market price for domestic cars when the cost of labor increases, more robotics are used to produce cars, the prices of domestic utility vehicles rise, or when the number of imported vans increases.
				Markets are interrelated; changes in the price of one good or service can lead to changes in prices of many other goods and services.	Explain how a decrease in the price of VCRs can cause a decrease in the price of popcorn at movie theaters.	Changes in supply or demand cause relative prices to change, in turn, buyers and sellers adjust their purchase and sales decisions.	Identify products that have become more or less expensive compared to other products as a result of changes in supply and demand and explain how the price changes affected production and consumption decisions.

				Scarce goods and services are allocated in a market economy through the influence of prices on production and consumption decisions.	Use flowcharts to illustrate the decisions of producers and consumers when the price of peanuts rises and when the piece of oil falls, and explains why producers and consumers behave in this way.	Government-enforced price ceilings set below the market-clearing price and government-enforced price floors set above the market-clearing price distort price signals and incentives to producers and consumers. The price ceilings cause persistent shortages, while	Describe what is likely to happen if the government imposes a binding price ceiling on gasoline and a binding price floor on milk.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
9. **Role of Competition** - Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to but. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	Market Structure, Non-price Competition, Levels of Competition	Competition takes place when there are many buyers and sellers of similar products.	Identify competitors in their community, using the yellow pages of the telephone book.	Sellers compete on the basis of price, product quality, customer service, product design and variety, and advertising.	Give examples of price and nonprice competition in the athletic shoe market.	The pursuit of self-interest in competitive markets generally leads to choices and behavior that also promote the national level of economic well-being.	Explain how people motivated by their own self-interest help market economies promote national well-being as long as there is active competition among buyers and sellers.

		Competition among sellers results in lower costs and prices, higher product quality, and better customer service.	Explain how the opening of a second pizza shop in a small community affects prices, profits, service, and quality.	Competition among buyers of a product results in higher product prices.	Play several rounds of a market game in which the number of buyers is changed dramatically in each round and explain the impact of these changes on price.	The level of competition in an industry is affected by the ease with which new producers can enter the industry and by consumers' information about the availability, price and quantity of substitute goods and services.	Explain why, in the last ten years, there have been no U.S. companies emerging to manufacture locomotives, but many emerging to manufacture silk screen T-shirts and sports clothing. Also, predict what happened to prices of resold tickets to sporting events after Arizona required all ticket scalpers
				The level of competition in a market is influenced by the number of buyers and sellers.	Estimate of the number of producers and consumers of cereals, guided missiles, agricultural products and electricity, and generalize about the relationship between the	Collusion among buyers or sellers reduces the level of competition in a market. Collusion is more difficult in markets with large numbers of buyers and sellers.	Explain why collusion is more likely to work among international airlines than among U.S. farmers who produce wheat.
						The introduction of new products and production methods by entrepreneurs is an important form of competition and is a source of technological progress and economic growth.	Create a timeline showing notable twentieth-century American entrepreneurs' products and production methods and write a brief essay on their impact on economic growth, competition, technological
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

10. **Role of Economic Institutions** - Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.	Legal and Social Framework, Mortgage, Borrower, Interest, Labor Union, Legal Forms of Business, Legal Foundations of a Market Economy, Nonprofit Organization, Property Rights, Banking	Banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	Explain the relationship between saving money and earning interest and borrowing money and paying interest, after participating in an activity in which they role play savers and borrowers.	Banks and other financial institutions channel funds from savers to borrowers and investors.	Listen to a presentation on the role banks play in channeling funds from savers to borrowers and investors and draw a diagram showing the role that financial intermediaries play among savers, borrowers, and investors.	Property rights, contract enforcement, standards for weights and measures, and liability rules affect incentives for people to produce and exchange goods and services.	Predict what might happen if there were no legal way to settle boundary disputes or if every state had its own system of weights and measures or currency; explain how strict liability for product defects affects the behavior of consumers and producers and how it affects the price of a good or service.
		Saving is the part of income not spent on taxes or consumption.	Plan a budget for an allowance. The budget will include spending for goods and services, charitable donations, sales taxes, and saving.	Through the process of collective bargaining with employers, labor unions represent some workers in negotiations involving wages, fringe benefits, and work rules.	Read about the establishment of the AFL-CIO; explain why it emerged and what procedures it used to gain benefits for its members.	Incorporation allows firms to accumulate sufficient financial capital to make large-scale investments and achieve economies of scale. Incorporation also reduces the risk to investors.	Play the role of a business consultant hired to advise a partnership on the advantages it could enjoy by incorporating; write a letter outlining these benefits for their client.
				Not-for-profit organizations are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.	Identify a not-for-profit organization and explain the rationale for its tax exemption or explain why it should not be tax exempt.		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

11. **Role of Money** - Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Exchange, Money Management, Money Supply, Currency, Definition of Money, Money, Characteristics of Money, Functions of Money	Money is anything widely accepted as final payment for goods and services.	Identify things that have been used as money at different times and in different societies. Explain why some things can be used effectively for money and some things cannot.	As a store of value, money makes it easier for people to save and defer consumption until the future.	Demonstrate their understanding of money as a "store of value" in responding to the following: A tomato farmer wants to save money for his five-year old daughter's college education. Why is he better off selling his tomatoes for money and saving the money than he would be if he	The basic money supply in the United States consists of currency, coins, and checking account deposits.	Select examples of money from a collection of pictures that show coins, currency, checking accounts, savings account passbooks, ATM cards, and various types of credit cards and explain whether each is considered money.
		Money makes trading easier by replacing barter with transactions involving currency, coins, or checks.	List five goods and services they want, and describe ways of obtaining these goods and services, without using money. Then explain why using money makes it easier to get the same five items.	As a unit of account, money is used to compare the market value of different goods and services.	Explain how they can use relative prices to compare the value of three different fruits.	In many economies, when banks make loans, the money supply increases; when loans are paid off, the money supply decreases.	Demonstrate how successive deposits and loans by commercial banks, resulting from one new deposit in the banking system, cause the money supply to expand and how
		People consume goods and services, not money; money is useful primarily because it can be used to buy goods and services.	Decide whether they would rather have a suitcase full of money or one full of food when stranded on a deserted island, and explain their answer.			In many economies, when banks make loans, the money supply increases; when loans are paid off, the money supply decreases.	Demonstrate how successive deposits and loans by commercial banks, resulting from one new deposit in the banking system, cause the money supply to expand and how
		Producers use natural resources, human resources, and capital goods, (not money) to make goods and services.	Explain why, when given money, they are unable to produce paper weights to sell at the forthcoming school craft fair unless they exchange the				

		Most countries create their own currency for use as money.	Identify the currencies they would want to buy if they were going on a trip to Brazil, France, Romania, Vietnam, Australia, Japan and Kenya.				
Standard	**Related Concepts:**						
12. **Role of Interest Rates** - Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.	Interest Rate, Monetary Policy, Real v. Nominal, Risk, Investing, Savers, Savings					An interest rate is a price of money that is borrowed or saved.	Identify the current rates of interest on different kinds of savings instruments and different kinds of loans.
						Like other prices, interest rates are determined by the forces of supply and demand.	Determine the interest rate on 30-year fixed-rate conventional home mortgages over the last 15 years and explain why this rate rose.
						The real interest rate is the nominal or current market interest rate minus the expected rate of inflation.	Collect data on the rate of inflation and interest rates for various kinds of loans and savings instruments over the past 15 years. Discuss the relationship between the observed inflation rates and expected rates of inflation in any

						Higher real interest rates provide incentives for people to save more and borrow less. Lower real interest rates provide incentives for people to save	Collect data on interest rates, the rate of inflation, and new housing starts over the past 25 years. State how changes in real interest rates affect people's decisions to
						Real interest rates normally are positive because people must be compensated for deferring the use of resources from the present into the future.	Explain why people who save money receive interest payments while people who borrow money make interest payments.
						Riskier loans command higher interest rates than safer loans because of the greater chance of default on the repayment of the risky loan.	Explain why there are usually differences in interest rates for new and used car loans, or 15-year versus 30-year mortgages, and for individuals with good and bad credit ratings.
						Higher interest rates reduce business investment spending and consumer spending on housing, cars, and other major purchases. Policies that raise interest rates can be used to reduce these kinds of spending while	Identify periods over the past ten years when the Federal Reserve System tried to increase interest rates in order to reduce business investment and consumer spending.
Standard		**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

13. **Role of Resources in Determining Income** - Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.	Human Resources, Derived Demand, Functional Distribution of Income, labor, labor Market, Marginal Resource Product, Personal Distribution of Income, Wage, Aggregate Demand (AD), Aggregate Supply	Labor is a human resource that is used to produce goods and services.	Identify human resources in their community and the goods and services they produce.	Employers are willing to pay wages and salaries to workers because they expect to be able to sell the goods and services that those workers produce at prices high enough to cover the wages and salaries and all other costs of	Ask owners of fast-food restaurants why they are willing to pay a wage or salary to workers and conclude that restaurant owners do so because they expect to be able to sell the food and services produced at a price high enough to cover the	Changes in the structure of the economy, the level of gross domestic product, technology, government policies, and discrimination can influence personal income.	Review income data for jobs in manufacturing and service industries over the last 25 years. Explain how changes in the structure of the economy, gross domestic product, technology, government, prices, and discrimination
		People can earn income by exchanging their human resources (physical or mental work) for wages or salaries.	Collect data from adults regarding their reasons for working, analyze the data, and generalize about why people work.	To earn income people sell productive resources. These include their labor, capital, natural resources, and entrepreneurial talents.	Survey several adults regarding their sources of income, and conclude that the largest portion of personal income for most people comes from wages and salaries.	In a labor market, in the absence of other changes, if wage or salary payments increase, workers will increase the quantity of labor they supply and firms will	Explain the impact of an increase in the minimum wage on their ability to secure an after-school job and the impact of the increase on their willingness to work.
				A wage or salary is the price of labor; it usually is determined by the supply of and demand for labor.	Participate in a market simulation as employers and employees to determine wage rates for labor	Changes in the prices for productive resources affect the incomes of the owners of those productive resources and the combination of	Construct a flow chart to show how a change in a resource price affects producers and workers in a particular production process.
				More productive workers are likely to be of greater value to employers and earn higher wages than less productive workers.	Decide which workers to hire and explain the hiring decisions, given a list of job applicants with different levels of productivity.	Changes in demand for specific goods and services often affect the incomes of the workers who make those goods and services.	List three careers that are expected to provide new job openings and explain why. List three careers that are expected to experience a decline in job openings and

				People's incomes, in part, reflect choices they have made about education, training, skill development, and careers. People with few skills are more likely to be poor.	Consider a career choice, research the amount of education required and the medium income for this career. Identify reasons why high school dropouts frequently end up in poverty.	Two methods for classifying how income is distributed in a nation the personal distribution of income and the functional distribution reflect, respectively, the distribution of income among different groups of households and the	Identify the major change in functional distribution of income in the United States between the 1780s and the 1990s. Also, determine if there have been significant changes in the personal income distribution in the United States over the past 50
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
14. **Profit and the Entrepreneur** - Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.	Taxation, Costs, Costs of Production, Entrepreneur, Risk, Taxes, Cost/Benefit Analysis, Innovation, Entrepreneurship, Inventors	Entrepreneurs are individuals who are willing to take risks, to develop new products, and start new businesses. They recognize opportunities, like working for themselves, and accept challenges.	Read a children's book about an entrepreneur. Identify the main character's entrepreneurial characteristics and compare their own entrepreneurial characteristics with those of the main character.	Entrepreneurs compare the expected benefits of entering a new enterprise with the expected costs.	Read short biographies of various entrepreneurs and identify the risks each entrepreneur faced and the entrepreneur's incentive(s) for accepting the risk.	Entrepreneurial decisions affect job opportunities for other workers	Identify an entrepreneur and describe how the entrepreneur's decisions affect job opportunities.
		An invention is a new product. Innovation is the introduction of an invention into a use that has economic value.	Identify three examples each of inventions and innovations.	Entrepreneurs accept the risks in organizing resources to produce goods and services because they	Interview an entrepreneur to learn why he or she was willing to start a new business.	Entrepreneurial decisions are influenced by government tax and regulatory policies.	Explain how entrepreneurial activity is affected by a tax policy that affects income from profits and capital
		Entrepreneurs often are innovative. They attempt to solve problems by developing and marketing new or improved products.	Solve a problem by creating a new use for an existing product such as a wire coat hanger, thimble, or shoulder pads. Also develop an advertising	Entrepreneurs and other sellers earn profits when buyers purchase the product they sell at prices high enough to cover the costs of production	Analyze simple profit and loss statements and conclude that entrepreneurs or other sellers earn profits when their total revenues exceed their total		

				Entrepreneurs and other sellers incur losses when buyers do not purchase the products they sell at prices high enough to cover costs of	Identify a restaurant that went out of business and give reasons why this might have occurred.		
				In addition to profits, entrepreneurs respond to other incentives including the opportunity to be their own boss, the chance to achieve recognition, and the satisfaction of creating new products or improving existing ones. In addition to financial losses, other	Read short biographies of several entrepreneurs, list the pertinent characteristics of each entrepreneur, and make a generalization about the non-financial incentives that motivate entrepreneurs and the risks or disincentives entrepreneurs		
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

15. **Growth** - Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.	Incentive, Interest Rate, Opportunity Cost, Production, Technological Changes, Trade-off, Trade-offs among goals, Human Capital, Intensive Growth, Investment, Physical Capital, Productivity, Risk, Standard of Living, Economic Efficiency, Economic Wquity, Economic freedom, Economic Growth, Economic Security, Investing, Business, Businesses and Households,	When workers learn and practice new skills they are improving their human capital.	Explain why professional athletes often have training equipment in their homes.	Standards of living increase as the productivity of labor improves.	Analyze data on labor productivity and material standards of living. Draw a generalization about the relationship between the two. Also, tell how the living standards of their families would probably change if the productivity of every worker in the United States were to increase by 20 percent.	Economic growth is a sustained rise in a nation's production of goods and services. It results from investments in human and physical capital, research and development, and technological change, and from improved institutional arrangements and incentives.	Analyze per capita real GDP data for several periods in history, identifying periods during which the Untied States experienced rapid economic growth, identify the factors that contributed to this growth.
		Workers can improve their productivity by improving their human capital.	Make a pressman's hat out of newspaper with no instructions, record how much time it took them to make the hat, and discuss the quality of the finished product. After receiving instruction on how to make the hat, and given time to practice, repeat the activity, record how long it takes to	Productivity is measured by dividing output (goods and services) by the number of inputs used to produce the output. A change in productivity is a change in output relative to input.	Participate in a simulated production process in which they calculate productivity and analyze changes that occur through investment in human capital and capital goods.	Historically, economic growth as been the primary vehicle for alleviating poverty and raising standards of living.	Compare the standard of living of individuals living in the United States in 1790, 1890, and 1990; explain the relationship between higher production levels, new technologies, and standard of living.

		Workers can improve their productivity by using physical capital such as tools and machinery.	Complete a basic math worksheet using pencil and paper in a given amount of time; correct the work and record the number of problems completed and the number of correct answers. Repeat the activity, using calculators; correct the work, record the number of	Technological change is an advance in knowledge leading to new and improved goods and services and better ways of producing them.	Create a timeline showing at least five new products that have occurred over the last 25 years. Also, explain how technological change led to this new or improved product.	Economic growth creates new employment and profit opportunities in some industries, but growth reduces opportunities in others.	Tell how growth in the computer industry affects employment and profit opportunities in the computer industry as compared to the typewriter industry.
				Increases in productivity result from advances in technology and other sources.	Study data about technological development and labor productivity for the last 25 years in the United States, India, Haiti, and Germany. Generalize about the relationship between technological	Investments in physical and or human capital can increase productivity, but such investments entail opportunity costs and economic risks.	Engage in a simulated production activity involving investment in human capital and capital goods and identify the opportunity costs and economic risks.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

16. **Role of Government** - There is an economic role for government in a market economy whenever the benefits of a government policy outweighs its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.	Externalities, Income, Natural Monopoly, Redistribution of Income, Role of Government, Taxation, Transfer Payments, Bonds, Distribution of Income, Income Tax, maintaining Competition, Monopolies, Negative Externality, Non-clearing Markets, Positive Externality, Property Rights, Public Goods, Maintaining Regulation, Taxes, Regulation, Government	Governments provide certain kinds of goods and services in a market economy.	Brainstorm a list of goods and services not privately produced and explain how these goods and services are paid for.	Public goods and services provide benefits to more than one person at a time, and their use can not be restricted to only those people who have paid to use them.	Explain why tax dollars are used to produce national defense, elementary school education, and roads. Explain why, without government, these services would not be provided in the private sector.	Markets do not allocate resources effectively if: (1) property rights are not clearly defined or enforced, (2) externalities (spillover effects) affecting large numbers of people are associated with the production or consumption of a product; or (3) markets are not competitive.	Identify at least three economic roles of our government and cite a specific example of each.
		Governments pay for the goods and services they use or provide by taxing or borrowing from people.	Apply knowledge of the role of government in the economy in responding to the following question: Your community wants a new bridge. Who will pay for this bridge and how will they get the money? Why is this the	If a good or service cannot be withheld from those who do not pay for it, providers expect to be unable to sell it and, therefore, will not produce it. In market economies, governments	Answer the following questions: If the national, state, and local governments had no power to tax, what goods and services would we have to do without?		
				In the United States, the federal government enforces antitrust laws and regulations to try to maintain effective levels of competition in as many markets as possible; frequently, however, laws and regulations also	Explain why the Federal Trade Commission might prevent the purchase of one large corporation by its closest competitor and what the effects might be on consumers, producers, and workers if the sale were allowed		

				Most federal government tax revenue comes from personal income and payroll taxes. Payments to social security recipients, the costs of national defense, medical expenditures, and interest payments on the national	Use data from the U.S. federal budget to construct two pie charts one representing major categories of federal revenue and one representing major categories of federal expenditures.	An important role for government in the economy is to define, establish, and enforce property rights. A property right to a good or service includes the right to exclude others from using the good or service and the right to	Predict what would happen to some land they own if they had no right to restrict its use by other or if they found crude oil on this land but had no right to sell it.
				Most state and local government revenues come from sales taxes, grants from the federal government, personal income taxes, and property taxes. The bulk of state and local government revenue is spent is for education	Compare the various sources of state and local revenues and various categories of state and local expenditures in their state and community with those for the U.S. federal government.	Property rights provide incentives for the owners of resources to weigh the value of present uses against the value of conserving the resources for future use.	Analyze the following scenario and predict probable economic and social consequences: To save money, Congress passes, and the President signs into law, a bill that makes it illegal for any government to settle disputes
						Externalities exist when some of the costs and benefits associated with production and consumption fall on someone other than the producers or consumers of the	Explain why there is a role for government in dealing with pollution, vaccinations and medical research, recommend what this role would be.
						When one producer can supply total output in a market at a cost that is lower than when two or more producers divide production, competition may be impossible. In the absence of competition, government	Explain why there is usually only one local water supplier.

						Governments often redistribute income directly when individuals or interest groups are not satisfied with the income distribution resulting from markets; governments also redistribute income indirectly as side-effects of other	Describe three government assistance programs, explain why government provides them, and determine which groups in the economy benefit from them and which groups bear the costs to fund them.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**
17. **Using Cost/Benefit Analysis to Evaluate Government Programs** - Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.	Cost/Benefit Analysis, Benefit, Costs, Special Interest Group, barriers to Trade					Citizens, government employees, and elected officials do not always directly bear the costs of their political decisions. This often leads to policies whose costs outweigh their benefits for society.	Predict the costs that would be imposed on the public if federal taxes were reduced and the budget was balanced by Congress, and explain how political goals conflict with economic goals.
						Incentives exist for political leaders to implement policies that disperse costs widely over large groups of people and benefit	Explain why a political leader would support an idea that helps only a few while harming many, such as a tariff on imported luggage or import quotas

						incentives exist for political leaders to favor programs that entail immediate benefits and deferred costs; few incentives favor programs promising immediate costs and deferred benefits, even though the latter programs are	Explain why, although most Americans say they are in favor of reducing the deficit, Congress doesn't vote to increase taxes.
						Although barriers to international trade usually impose more costs than benefits, they are often advocated by people and groups who expect to gain substantially from them. Because the costs of these barriers are typically spread over a large number of people who each pay only a little and may not recognize the cost, policies supporting trade barriers are often	Analyze the following scenario: The United States allows Taiwan to export shirts to this country without placing a tariff on the imports. The Taiwanese can produce shirts at half the cost of shirts produced by American manufacturers. What groups in the United States and in Taiwan will be helped, and what groups will be hurt, if the United States continues the
						Price controls are often advocated by special interest groups. Price controls reduce the quantity of goods and services produced, thus depriving consumers of some goods and	Explain the statement, "Removing rent controls in New York City is good economics but bad politics. Also, explain who would gain and who would lose as a result of 10 percent ceiling on
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

18. **Macroeconomy - Income/Employment, Prices** - A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.	Gross Domestic Product (GDP), Macroeconomic Indicators, Nominal GDP, Per Capita GDP, Potential GDP, Real GDP, Circular Flow			Gross Domestic Product (GDP) is a basic measure of a nation's economic output and income. It is the total market value, measured in dollars, of all final goods and services produced in the economy in one year.	Explain what GDP is and how it can be used to describe a country's economic output over time, comparing outputs from year to year.	Nominal GDP is measured in current dollars; thus, an increase in GDP may reflect not only increases in the production of goods and services, but also increases in prices. GDP adjusted for price changes is called "real GDP." Real GDP per capita is a measure that permits	Gather current and historical data on real per capita GDP for the United States, Japan, Somalia, and South Korea and state a relationship between real GDP and standard of living.
				Per capita GDP is GDP divided by the number of people living in a country.	Determine the per capita GDP for several countries, given data on population and GDP for each country. Identify a few other countries whose per capita GDP is similar to that of the United States.	The potential level of real GDP for a nation is determined by the quantity and quality of its natural resources, the size and skills of its labor force, and the size and quality of its stock of capital	Locate and analyze relevant data from appropriate reference materials to assess the validity of the following statement: It is doubtful that many of the countries of Sub-Saharan Africa
				When consumers make purchases, goods and services are transferred from businesses to households in exchange for money payments. That money is used in turn by businesses to pay for productive resources (natural, human, and capital), and to pay taxes	Draw and label a circular flow diagram and explain the interrelated roles of households, businesses, and government in the economy.	One person's spending is other people's income. Consequently, an initial change in spending (consumption, investment, government, or net exports) usually results in a larger change in national levels of income, spending, and output.	Read the following scenario and analyze the effects on the economy: A visitor comes into a community and spends $100 on a single purchase at a video store. The video store's income is higher by $100. It spends $80 of the money to pay the telephone bill, which now

						When desired expenditures for consumption, investment, government spending, and net exports are greater than the value of a nation's output of final goods and services, GDP rises, and	Describe the effect on the economy when desired expenditures for consumption, investment, government spending, and net exports exceed the value of a nation's output of final goods and
						When desired expenditures for consumption, investment, government spending, and net exports are less than the value of a nation's output of final goods and services, GDP decreases and	Describe the effect on the economy when desired expenditures for consumption, investment, government spending, and net exports are less than the value of a nation's output of final goods and
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

19. **Unemployment and Inflation** - Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many peopleand benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.	Types of Unemployment, Causes of Inflation, Consumer Price Index (CPI), Deflation, Labor Force, Unemployment, Unemployment Rate, Inflation	Inflation is an increase in most prices; deflation is a decease in most prices.	Determine in which years inflation occurred and in which years deflation occurred, given the prices for a market basket of goods and services for three different years.	When unemployment exists, an economy's production is less than potential GDP and some labor resources are not used.	Identify goods or services that could be produced if the local community's unemployed had jobs. Draw a flow chart that shows the ripple effect resulting from unemployment in a particular industry or community.	The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for work.	Calculate the unemployment rate for the following problem: Berks County has 200,000 people. Of that population 70,000 are full-time housewives, students, children, retired people, or people not looking for work. Of the remaining residents of Berks County, 110,000 people have jobs.
		Unemployment exists when people who are willing and able to work do not have jobs.	Apply the standard definition of an unemployed person by explaining why retired people and students are not considered unemployed.	The labor force consists of people age 16 and over who are employed or actively seeking work.	Determine whether each of the following is counted as a member of the labor force: (1) an elementary school student who has a paper route; (2) an army captain; (3) a retired butcher; (4) an insurance salesperson; (5) a woman who has decided not to work outside the home until her children are in school; and (6) a 42-year old civil engineer who	The unemployment rate is an imperfect measure of unemployment because it does not (1) include workers whose job prospects are so poor that they are discouraged from seeking jobs, (2) reflect part-time workers who are looking for full-time work.	Explain why the following may be true: A weekly news magazine reports that the current unemployment statistic does not accurately reflect the true impact of unemployment.

				Inflation reduces the value of money.	Interview someone aged 50-59 years old about grocery prices. Compare the groceries that could be purchased for $10 in 1967 with those that can be	Unemployment rates differ for people of different ages, races, and sexes. This reflects differences in work experience, education	Give examples of each type of unemployment, analyze the differences among them, and identify which types cause more serious problems in the economy.
				When people's incomes increase more slowly than the inflation rate, their purchasing power declines.	Compare the prices of a market basket of goods in 1980 with similar prices today. Explain how inflation reduces purchasing power for people whose income is fixed or increasing slower	Explain why some people are unemployed when the economy is said to be functioning at full employment.	Full employment means that the only unemployed people in the economy are those who are changing jobs.
						The consumer price index (CPI) is the most commonly used measure of price-level changes. It can be used to compare the price level in one year with price levels in earlier	Determine the current price for a pair of designer sunglasses that cost $50 in 1982-84, assuming the price has increased at the average rate of inflation.
						Expectations of inflation may lead to higher interest rates.	Explain their answer to the following question. If you were going to lend $100 to someone for a year, would you ask for more or less interest if you expected the prices of most

						The costs of inflation are different for different groups of people. Unexpected inflation hurts savers and people on fixed incomes; it helps people who have borrowed money at a fixed rate of interest.	For each of the following cases, tell who would be harmed by an unexpected 10 percent inflation rate, who would benefit, and explain why. (1) Mike's retirement income is $24,000 a year; (2) Bonnie borrowed $5,000 last year and must pay it back at the end of this year; (3) John lent the $5,000 to Bonnie last year and will be paid back at the end of this year; (4) Bob and Mary bought several houses as an investment 10
						Inflation imposes costs on people beyond its effects on wealth distribution because people devote resources to protect themselves from expected inflation.	Identify assets people can buy to protect themselves financially against inflation and discuss how much time people spent with this problem in times of high inflation (e.g.
Standard	**Related Concepts:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**	**Will Know:**	**Will Show:**

20. **Monetary and Fiscal Policy**- Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.	Inflation, National Debt, Tools of the Federal Reserve, Discount Rate, Federal Budget, Fiscal Policy, Monetary Policy, Open Market Operations, Reserve Requirements, Budget, Budget Deficit, Central Banking System, Budget Surplus, Causes of Inflation					Fiscal policies are decisions to change spending and tax levels by the federal government. These decisions are adopted to influence national levels of output, employment, and prices.	Identify historical examples of fiscal policies and explain whether these policies were adopted to influence levels of output, employment, prices, or all three.
						In the short run, increasing federal spending and/or reducing taxes can promote more employment and output, but these policies also put upward pressure on the price level and interest rates. Decreased federal spending and/or increased taxes tend to lower price levels and interest	Outline the fiscal policies they would recommend to correct each of the following: (1) rising unemployment and (2) rising inflation. Explain each recommendation.
						In the long run, the interest-rate effects of fiscal policies lead to changes in private investment spending by businesses and individuals that partially, if not entirely, offset the output and employment effects of fiscal policy.	Explain why an additional $2 billion of federal spending on highways, financed by federal government borrowing, can reduce private investment spending in the economy in the long run.

						The federal government's annual budget is balanced when its revenues from taxes and user fees equal its expenditures. The government runs a budget deficit when its expenditures exceed its revenues. The government runs a surplus when	Determine whether the budget is in surplus, in deficit, or is balanced, and whether the effect upon the economy is contractionary, expansionary, or neutral if the government receives $800 billion in taxes and (1) government
						When the government runs a budget deficit, it must borrow from individuals, corporation, or financial institutions to	Explain that the federal debt is financed through the sale of government securities and identify the percentage of
						The national debt is the total amount of money the federal government owes. This is the accumulated sum of its annual deficits and surpluses. The government pays interest on the	Explain the difference between the budget deficit and national debt. Then determine how long it would take to pay off all of the national debt at the current rate of GDP if all GDP were
						In the long-run, inflation results from increases in a nation's money supply that exceed increases in its output of goods and services.	Explain why inflation occurs after participating in two rounds of an auction where the number of goods available remains constant, but the money in

						Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money and the availability of credit. Changes in the money supply can influence overall levels of spending, employment, and prices in the economy by inducing changes in	Write an article for the business section of the local newspaper explaining what monetary policy is and how changes in monetary policy affect the money supply and interest rates. Using this information, advise a teenager about taking out a car loan and his/her opportunities for obtaining summer employment in the
						The major monetary policy tool that the Federal Reserve System uses is open market purchases or sales of government securities. Other policy tools used by the Federal Reserve System include increasing or decreasing the discount rate charged on loans it makes to commercial banks and raising or lowering reserve requirements for commercial banks.	Play the roles of members of the Federal Open Market Committee and decide for each of the headlines below whether they would recommend an expansionary policy or a contractionary policy and whether government securities should be purchased or sold. Newspaper headlines. Unemployment Rate Soars New Housing Starts Rise CPI Rises for Third Consecutive Month

						Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money and the availability of credit. Changes in the money supply can influence overall levels of spending, employment, and prices in the economy by inducing changes in	Write an article for the business section of the local newspaper explaining what monetary policy is and how changes in monetary policy affect the money supply and interest rates. Using this information, advise a teenager about taking out a car loan and his/her opportunities for obtaining summer employment in the
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Principles of Technology and Engineering Curriculums by Strands

		Mastery Benchmarks by Level			
		eSTEM Elementary Public Charter School		eSTEM Middle Public Charter School	eSTEM High Public Charter School
Strand	Standard	Benchmark Topics		Benchmark Topics	Benchmark Topics
		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Nature of Technology	1. The Characteristics and Scope of Technology	Natural world and human made world	Things found in nature and in human made world	Usefulness of technology	Nature of technology
		People and technology	Tools, materials, and skills	Development of technology	Rate of technological diffusion
			Creative thinking	Human creativity and motivation	Goal-directed research
				Product demand	Commercialization of technology
	2. The Core Concepts of Technology	Systems	Systems	Systems	Systems
		Resources	Resources	Resources	Resources
		Processes	Requirements	Requirements	Requirements
			Processes	Trade-offs	Optimization and Trade-offs
				Processes	Processes
				Controls	Controls
	3. The Relationships Among Technologies and the Connections Between Technology and Other Fields	Connections between technology and other subjects	Technologies integrated	Interaction of systems	Technology transfer
			Relationships between technology and other fields of study	Interrelation of technological environments	Innovation and Invention
				Knowledge from other fields of study and technology	Knowledge protection and patents
					Technological knowledge and advancies of science and mathematics and vice versa
Technology and Society	4. The Cultural, Social, Economic, and Political Effects of technology	Helpful or harmful	Good and bad effects	Attitudes toward development and use	Rapid or gradual changes
			Unintended consequences	Impacts and consequences	Trade-offs and effects
				Ethical issues	Ethical implications
				Influences on economy, politics, and culture	Cultural, social, economic and political changes

	5. **The Effects of technology on the Environment**	Reuse and/or recycling of materials	Recycling and disposal of waste	Management of waste	Conservation
			Affects environment in good and bad ways	Technologies repair and damage	Reduce resource use
				Environmental vs. economic concerns	Monitor environment
					Alignment of natural and technological processes
					Reduce negative consequences of technology
					Decisions and trade-offs
	6. **The Role of Society in the Development and Use of Technology**	Needs and wants of individuals	Changing needs and wants	Development driven by demands, values, and interests	Different cultures and technologies
			Expansion or limitation of development	Inventions and innovations	Development decisions
				Social and cultural priorities	Factors affecting designs and demands of technologies
				Acceptance and use of products and systems	
	7. **The Influence of Technology on History**	Ways people have lived and worked	Tools for food, clothing, and protection	Processes of inventions and innovations	Evolutionary development of technology
				Specialization of labor	Dramatic changes in society
				Evolution of techniques, measurement, and resources	History of technology
				Technological and scientific knowledge	Early technological history
					The Iron Age
					The Middle Ages
					The Renaissance
					The Industrial Revolution
					The Information Age
Design	8. **The Attributes of Design**	Everyone can design	Definitions of design	Design leads to useful products and systems	The design process
		Design is a creative process	Requirements of design	There is no perfect design	Design problems are usually not clear
				Requirements	Designs need to be refined
					Requirements
	9. **Engineering Design**	Engineering design process	Engineering design process	Iterative	Design principles
		Expressing design ideas to others	Creativity and considering all ideas	Brainstorming	Influence of personal characteristics
			Models	Modeling, testing, evaluating, and modifying	Prototypes
					Factors in engineering design

	10. The Role of Troubleshooting, Research and Development, Invention and Innovation, and Experimentation in Problem Solving	Asking questions and making observations	Troubleshooting	Troubleshooting	Research and Development
		All products need to be maintained	Invention and innovation	Invention and innovation	Research technological problems
			Experimentation	Experimentation	Not all problems are technological or can be solved
					Multidisciplinary approach
Abilities for a Technological World	**11. Apply the Design Process**	Solve problems through design	Collecting information	Apply design process	Identify a design problem
		Build something	Visualize a solution	Identify criteria and constraints	Identify criteria and constraints
		Investigate how things are made	Test and evaluate solutions	Model a solution to a problem	Refine the design
			Improve a design	Test and evaluate	Evaluate the design
				Make a product or system	Develop a product or system using quality control
					Reevaluate final solution(s)
	12. Use and Maintain Technological Products and Systems	Discover how things work	Follow step-by-step instructions	Use information to see how things work	Document and communicate processes and procedures
		Use tools correctly and safely	Select and safely use tools	Safely use tools to diagnose, adjust, and repair	Diagnose a malfunctioning system
		Recognize and use everyday symbols	Use computers to access and organize information	Use computers and calculators	Troubleshoot and maintain systems
			Use common symbols	Operate systems	Operate and maintain systems
					Use computers to communicate
	13. Assess the Impact of Products and Systems	Collect information about everyday products	Use information to identify patterns	Design and instruments to collect data	Collect information and judge its quality
		Determine the qualities of a product	Assess the influence of technology	Use collected data to find trends	Synthesize data to draw conclusions
			Examine trade-offs	Identify trends	Employ assessment techniques
				Interpret and evaluate accuracy of information	Design forecasting techniques
The Designed World	**14. Medical Technologies**	Vaccinations	Vaccines and medicine	Advances and innovations in medical technologies	Medical technologies for prevention and rehabilitation
		Medicine	Development of devices to repair or replace certain parts of the body	Sanitation processes	Telemedicine

		Products to take care of people and their belongings	Use of products and systems to inform	Immunology	Genetic therapeutics
				Awareness about genetic engineering	Biochemistry
	15. **Agriculture and Related Biotechnologies**	Technologies in agriculture	Artificial ecosystems	Technological advances in agriculture	Agricultural products and systems
		Tools and materials for use in ecosystems	Agriculture wastes	Specialized equipment and practices	Biotechnology
			Processes in agriculture	Biotechnology and agriculture	Conservation
				Artificual ecosystems and management	Engineering design and management of ecosystems
				Development of refrigeration, freezing, dehydration, preservation, and irradiation	
	16. **Energy and Power Technologies**	Energy comes in many forms	Energy comes in different forms	Energy is the capacity to do work	Law of Conservation of energy
		Energy should not be wasted	Tools, machines, products, and systems use energy to do work	Energy can be used to do work using many processes	Energy sources
				Power is the rate at which energy is converted from one form to another	Second Law of Thermodynamics
				Power systems	Renewable and nonrenewable forms of energy
				Efficiency and conservation	Power systems are a source, a process, and a load
	17. **Information and Communication Technologies**	Information	Processing information	Information and communication systems	Parts of information and communication systems
		Communication	Many sources of information	Communication systems encode, transmit, and receive information	Information and communication systems
		Symbols	Communication	Factors influencing the design of a message	The purpose of information and communication technology
			Symbols	Language of technology	Communication systems and sub-systems
					Many ways of communicating
					Communicating through sysmbols
	18. **Transportation Technologies**	Transportation system	Transportation system use	Design and operation of transportation systems	Relationship of transportation and other technologies
		Individuals and goods	Transportation systems and subsystems	Subsystems of transportation system	Intermodalism
		Care of transportation products and systems		Governmental regulations	Transportations of services and methods
				Transportation processes	Positive and negative impacts of transportation systems
					Transportation processes and efficiency

	19. **Manufacturing Technologies**	Manufacturing systems	Natural materials	Manufacturing systems	Servicing and obsolescence
		Design of products	Manufacturing processes	manufacturing goods	Durable and non-durable goods
			Consumption of goods	Manufacturing processes	Manufacturing systems
			Chemical technologies	Chemical technologies	Interchangeability of parts
				Materials use	Chemical technologies
				Marketing products	Marketing of products
	20. **Construction Technologies**	Different types of buildings	Modern communities	Construction designs	Infrastructure
		How parts of buildings fit	Structures	Foundations	Construction processes and procedures
			Systems used	Purpose of structures	Requirements
				Buildingd systems and sub-systems	Maintenance, alterations, and renovation
					Prefabricated materials

Logic & Rhetoric Curriculum Strand

eSTEM Middle Public Charter School						eSTEM High Public Charter School			
Introduction to Logic		Formal Logic I		Formal Logic II		Material Logic		Rhetoric (waiver to replace Speech credit)	
Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
								RHETORIC AS IT	

Education

Dr. T. Kenneth James, Commissioner

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(501) 682-4475
http://ArkansasEd.org

October 15, 2007

Dr. Reginald J. Hampton
1714 Broadway
Little Rock, AR 72206

Re: Notice of Appeal/State Board Meeting
Learning for Life Academy

Dear Charter Applicant and Affected School District(s):

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Little Rock School District will occur at the State Board's meeting of November 5, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

A total of twelve (12) open-enrollment charter applications will be considered by the State Board, commencing at the November 5 meeting and possibly concluding on November 6, 2007. The applicants will be considered in the following tentative order:

- Perkins Academy of Fine Arts
- School of Excellence
- LISA Academy – Springdale
- Osceola Communication, Arts and Business School
- Delta YES Connections Academy
- Northwest Arkansas Science and Math Intermediate
- LISA Academy – North Little Rock
- Covenant Keepers College Preparatory Charter School
- e-STEM Elementary Public Charter School
- e-STEM Middle Public Charter School
- e-STEM High Public Charter School
- Learning for Life Academy

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CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Please be advised that the State Board may not be able to complete the consideration of all of the above-listed charter applications at its November 5, 2007 meeting. **Those applicants which are not considered by the State Board on November 5 will be considered starting at 9:00 a.m. on Tuesday, November 6, 2007 in the Auditorium of the Arch Ford Education Building.**

Please ensure that you attend the hearing and that you have all the necessary personnel and documentation with you to address any questions from the State Board concerning your application.

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and/or appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 4:30 p.m. on October 23, 2007. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

Should you have any questions, please contact Dr. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/bkj

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Arvis Blevins, Augusta School District
School Board President James Harston, Augusta School District
Superintendent Roy Kirkland, Barton-Lexa School District
School Board President Loyd Oxner, Barton-Lexa School District
Superintendent Gary Moore, Benton County School of the Arts
School Board President David Meek, Benton County School of the Arts
Superintendent Gary Compton, Bentonville School District

School Board President Doylene Fuqua, Bentonville School District
Superintendent Randy Byrd, Brinkley School District
School Board President Jon Carroll, Brinkley School District
Superintendent Floyd Marshall, Carlisle School District
School Board President Terry McCallie, Carlisle School District
Superintendent George T. Lafargue, Clarendon School District
School Board President Margaret Simpson, Clarendon School District
Superintendent Mike Parrish, Decatur School District
School Board President Michael Wilkins, Decatur School District
Superintendent Rick Green, Des Arc School District
School Board President Jennifer Gentry, Des Arc School District
Superintendent Tom Wilson, DeWitt School District
School Board President Johnny Lockley, DeWitt School District
Superintendent Thomas L. Gathen, Dollarway School District
School Board President Boyd Barton, Dollarway School District
Superintendent Robert W. Allen, Elkins School District
School Board President Bryan Delozier, Elkins School District
Superintendent Ron Wright, Farmington School District
School Board President Herbert Dorman, Farmington School District
Superintendent Bobby New, Fayetteville School District
School Board President Steve Percival, Fayetteville School District
Superintendent Lee R. Vent, Forrest City School District
School Board President Sandra Taylor, Forrest City School District
Superintendent Randy C. Barrett, Gentry School District
School Board President Keith Harper, Gentry School District
Superintendent Curtis Spann, Gravette School District
School Board President Danny Alsup, Gravette School District
Superintendent Ronald Brewer, Greenland School District
School Board President Bill Groom, Greenland School District
Superintendent Matt Donaghy, Hazen School District
School Board President David Strohl, Hazen School District
Superintendent Rudolph Howard, Helena – West Helena School District
Superintendent Charles Jones, Hughes School District
School Board President Jimmy Bain, Hughes School District
Superintendent Alvin Lievsay, Huntsville School District
School Board President Dale Phillips, Huntsville School District
Superintendent Wayne Thompson, Lee County School District
School Board President Pearlethe Collins, Lee County School District
Superintendent Frank Holman, Lincoln School District
School Board President Gary Morris, Lincoln School District
Interim Superintendent Linda Watson, Little Rock School District
School Board President Dr. Katherine P. Mitchell, Little Rock School District
Superintendent Ulicious A. Reed, Marvell School District
School Board President Michael Williams, Marvell School District
Superintendent Barry Scott, McCrory School District

School Board President Alan Bull, McCrory School District
Superintendent Ken Kirspel, North Little Rock School District
School Board President Trent Cox, North Little Rock School District
Superintendent Milton Washington, Osceola School District
School Board President Steve Brothers, Osceola School District
Superintendent Don Collins, Palestine-Wheatley School District
School Board President Bill Ray Sr., Palestine-Wheatley School District
Superintendent Chris Webb, Prairie Grove School District
School Board President Tyrus R. Reed, Prairie Grove School District
Superintendent James Sharpe, Pulaski County Special School District
School Board President Gwendolyn Williams, Pulaski County Special School District
Superintendent Janie Darr, Rogers School District
School Board President Joye Kelley, Rogers School District
Superintendent Kendall Ramey, Siloam Springs School District
School Board President Brian Lamb, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District
School Board President Doug Sprouse, Springdale School District
Superintendent Laura Bednar, Stuttgart School District
School Board President Rita Cress, Stuttgart School District
Superintendent Diane Barrett, West Fork School District
School Board President, Karen Daugherity, West Fork School District

THE LEARNING FOR LIFE ACADEMY
Administrative Office
1714 Broadway
Little Rock, Arkansas 72206
(501) 374-5780

October 8, 2007

Arkansas State Board of Education
C/O Dr. Mary Ann Brown
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, Arkansas 72201

Dear Ladies and Gentlemen:

Education Consortia, Inc. has filed an application to establish an open-enrollment Charter school ("Learning for Life Academy") within the Little Rock School District (LRSD). LRSD has now filed its objection. Please accept this letter as ECI'S written notice of appeal.

We cite two items of fact material to our request for an appeal. First, the request for appeal is time-sensitive relative to the date of notice. The LRSD notice letter bears a date prior to the date of the school Board Meeting. We received the letter on the 29th of September. Second, the letter states that the decision to deny the Charter application was unanimous. The vote was 6-1. We believe support will grow as the school district grows more familiar with our mission and objectives. The hearing will give us the opportunity to present additional facts to support our belief that "Learning for Life Academy" will make a positive contribution to the delivery of education services to students in the Little Rock community.

Sincerely,

R. J. Hampton by Hmp

R. J. Hampton
President
Education Consortia, Inc.

RECEIVED
OCT 0 8 2007
CHARTER SCHOOL OFFICE

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

September 26, 2007

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 27, 2007 at 810 West Markham Street. At that time, the Board voted unanimously to submit a fiscal impact statement notifying the Arkansas Department of Education that the operation of the *Learning for Life Academy* proposed by Education Consortia, Inc., could have a negative fiscal impact on the Little Rock School District and could potentially adversely affect the District's academic improvement efforts.

The LRSD programs in all elementary schools offer much the same curriculum as listed in the charter application. In addition, Gibbs, King, Rockefeller, Stephens and Washington Elementary Schools are located within a few miles of the location proposed for the Learning for Life Academy. It is interesting to note that Education Consortia, Inc. has listed their operating address as a facility that is currently on the market for sale by the Little Rock School District. This building has not been sold to Education Consortia, Inc.

We respectfully request your acceptance of our statement of opposition and would appreciate an opportunity to be heard at the ADE Board Meeting when this issue is placed for consideration.

Sincerely,

Katherine P. Mitchell, Ed.D.
President, Board of Directors

Linda Watson, Ed. D.
Interim Superintendent

RECEIVED
SEP 2 8 2007
CHARTER SCHOOL OFFICE

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

October 10, 2007

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 27, 2007 at 810 West Markham Street. At that time, the Board considered the charter school application of the *Learning for Life Academy* proposed by Education Consortia, Inc. It has come to our attention that the letter delivered to your office on September 28th indicated that the vote to oppose this charter school was unanimous. It should be noted and corrected that the actual vote on this issue was 6 – 1.

Please accept this letter as an addendum to the letter of opposition previously filed in your office. I appreciate your assistance.

Sincerely,

L. Watson

Linda Watson, Ed. D.
Interim Superintendent

cc: Learning for Life Academy
Dr. Reginald J. Hampton
1714 Broadway
Little Rock, AR 72206

RECEIVED
OCT 15 2007
CHARTER SCHOOL OFFICE

Education Consortia Inc.
405 Roosevelt Rd.
Little Rock, AR 72206
Telephone (501) 375-7523 Fax

RECEIVED
JUN 29 2007
CHARTER SCHOOL OFFICE

June 12, 2007

Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

Dear Sir or Madam:

Education consortia Inc. a non profit corporation chartered in Arkansas with a current 501© 3 files a letter of intent to operate an open enrollment charter School in the 2nd Congressional District of Arkansas. The contact person in regard to this application process is Dr. R.J. Hampton, 1714 Broadway, Little Rock, AR 72206. The contact telephone number is (501) 375-7523 or (501) 837-5060.

Education Consortia Inc. sponsors institutes, seminars and other promo table venues to advance progress in education and increase public awareness of the impact of youth being at risk of educational failure. Education consortia Inc. was founded by Dr. R.J. Hampton, former President of Shorter college in North Little Rock and Founder of the Church of the Good Samaritan in Little Rock, Arkansas.

The Name of the proposed school is Learning for Life Academy. The mission of Learning for Life Academy charter is to provide an intensely motivational and supportive classroom environment for at risk youth, accomplished through interactive processes, visual learning experiences, mentorship, structures tutorials, and parent participation. The school will begin operations as an open enrollment charter school in grades 4-8, Focused on students at risk of educational failure in Pulaski County. Expansion is projected in grades K-8.

Learning for Life Academy will combine three basic principles in its educational Program; (1) "Back to the Basics" training in the major subject areas of Math, Reading And Literacy (2) establishing personal responsibility in youths for learning as a value, (3) extending the support structure of the educational process to engage parents in the learning process

Sincerely,

R.J. Hampton
Board Director

RJH/wh

Please Note: The Learning for Life Academy will be located in Little Rock, Arkansas.
Site: 401 W. Roosevelt Road
Little Rock, AR 72206

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 3, 2007

Dear Dr. R. J. Hampton,

This letter is to inform you of the completion of the evaluation of the application for an Open Enrollment Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School Rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 4:00 P.M., Monday, October 22, 2007**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D.

Dr. Mary Ann D. Brown, Program Director
Charter Schools

MAB/ms

Enclosure: ADE Evaluation of Open Enrollment Charter School Application

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Arkansas Department of Education
Open-Enrollment Public Charter School Application Evaluation Report

Name of Proposed School: Learning for Life Academy

Eligible entity status:
☒Nonsectarian organization exempt from taxes under Section 501(c)(3)

Status of 501(c)(3) Application: Approved March 22, 2007

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Information presented for the objective is vague or missing	• Information for the objective is present but lacks detail.	• Information for the objective is complete and details all required elements.

OBJECTIVE 1: Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Does it provide copies of any supporting evidence?

Score: 8 / 10

Weakness: The attachments should be numbered and referenced in the application.

Strengths: All information is provided in the application.

Legal Comments: pp. 5-6, Application: Applicant refers to a newspaper advertisement notifying the public of a public hearing concerning the proposed charter school being run in the *Arkansas Democrat-Gazette* on August 8, 15 and 22, 2006. The applicant also states that the public hearing itself was on August 23, 2006. The applicant will need to clarify that newspaper notice and a public hearing also occurred in 2007, not just in 2006 (for its charter application submitted during last year's application cycle), in order to establish compliance with Ark. Code Ann. § 6-23-302.

OBJECTIVE 2: Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.

C. The last publication of notice shall be no less than seven days prior to the public meeting.

D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Score: 3 / 10

Weakness: Unable to verify the dates of the publication notice. Receipt was not attached. Unable to document if letters were sent to all superintendents as directed in the instructions.

Strengths: - -

OBJECTIVE 3: Does the application describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities? Does it describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school?

Score: 6 / 10

Weakness: The composition of the nine-member board is vague. The continuation of membership is vague, i.e., "self-perpetuating".

Strengths: - -

OBJECTIVE 4: Does the application give the mission statement for the proposed open-enrollment charter school?

Score: 7 / 10

Weakness: There is no reference as to how the mission statement was derived.

Strengths: Mission statement is included.

OBJECTIVE 5: Does the application provide a description of the educational need for the school?

Score: 5 / 10

Weakness: The data regarding the number of schools in school improvement status needs to be updated. It is not clear as to where the data referencing "grade inflation" and "college remediation" was obtained. No reference was made to the possible impact of the data. There appears to be no mention of students at the "basic" level on the 2006 Benchmark exam.

Strengths: - -

OBJECTIVE 6: Does the application describe the educational program to be offered by the charter school? How does this apply to the ACSIP plan?

Score: 3 / 10

Weakness: No mention is made of methods of aligning activities to correlate the school's curriculum with the Arkansas frameworks. Student preparedness is referenced in the application. However, no process is outlined to make this determination. Research quoted is "1977" information. More explanation is needed on "extended day" activities. How will professional development be provided? How will the needs of incoming students be assessed and addressed? How will training be provided to parents in mentoring and tutoring?

The application makes no mention of the School ACSIP program and how it will be incorporated.

Strengths: - -

OBJECTIVE 7: Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period?

Score: 8 / 10

Weakness: Which certified teachers will be administering the State Mandated Assessments?

Strengths: - -

OBJECTIVE 8: Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score: 1 / 10

Weakness: No description of curriculum mapping/alignment is contained within this section.

Strengths: - -

OBJECTIVE 9: Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Score: 5 / 10

Weakness: There is an indication of the location of the geographical area to be served, but no description is included.

Strengths: - -

OBJECTIVE 10: Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (*See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)*

Score: 4 / 10

Weakness: No indication was made of conducting the required meeting as per standards of accreditation.

Strengths: - -

OBJECTIVE 11: Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001?

Score: 5 / 10

Weakness: The description of the lottery process is unclear. Is this on a "first-come, first-serve" basis? Additional information is needed.

Strengths: - -

Legal Comments: Page 19 of the application: "Siblings of students who attend the Academy and children of school employees will be given first priority to attend the school."

Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306 (14)(B)(ii) to only permit the following preferences:

(ii) However, an open-enrollment public charter school may allow a preference for:
(a)(1) Children of the founding members of the eligible entity.
(2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
(b) Siblings of students currently enrolled in the school.

OBJECTIVE 12: Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score: 9 / 10

Weakness: The indicator 1.0, means "full-time equivalency", not 100.0.

Strengths: The job descriptions appear comprehensive. The description for the Business Manager includes APSCN responsibilities – very good!

OBJECTIVE 13: Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget?

Score: 9 / 10

Weakness: - -

Strengths: The application provides a comprehensive response with sufficient detail.

OBJECTIVE 14: Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Score: 8 / 10

Weakness: - -

Strengths: The application provides sufficient information.

OBJECTIVE 15: Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score: 8 / 10

Weakness: - -

Strengths: Required statement is provided. Information provided in Objective 13 shows the applicant understands the requirements of participating on the APSCN.

OBJECTIVE 16: Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? If the facility to be used for the school is a facility of a school district, does it describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility? Is there a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter attached to the application? If the facility is not operated by a school district, is a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter attached?

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment charter school will be located,

(3) The eligible entity sponsoring the open-enrollment charter school, or

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Does it include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws? If the facility does not currently meet these requirements, does it provide a list of items that will need to be addressed to bring the facility into compliance?

NOTE: The State Board of Education will not consider an application that does not have an agreement for the use of a building.

Score: 8 / 10

Weakness: A lease agreement is included. However, it is not signed by the lessor.

Strengths: - -

Legal Comments: Page 27 of the application: "Education Consortia Inc., the sponsoring organization has signed a Letter of Intent with Hathaway Real Estate for Lease purchase of the former Rightsell School, a property of the Little Rock School District as the site for the proposed Charter School. The lease agreement was presented to the Little Rock School Board for approval at the August 23rd meeting. The School Board deferred action on the matter until the September 3, 2007 meeting. The terms of the lease are proposed as follows: (1) Lease payments beginning at $4,000 per month graduating to $8,000 per month in 3rd year with 75% of lease payments credited to stated purchase price at the signing of the Lease. A copy of the Letter of Intent is attached. There are no known relationships existing between the members of the Little Rock School Board and the Members of the Board of Directors of the Sponsoring organization.

The building will be in compliance with the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA). The building/location has not been utilized in the past three years."

As of September 27, 2007, the above-referenced agreement has not been approved by the Little Rock School District.

Any facility utilized by the applicant will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

Site Visit Report

Date: N/A

1. Charter School: Learning for Life Academy
2. Location: 911 West 19th St., Little Rock, AR
3. General Observations: No building exists at this time
4. Academic Suitability: N/A
5. ADA Accessibility: N/A
6. Life Safety Codes: N/A

OBJECTIVE 17: Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services

F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Score: 4 / 10

Weakness: No mention of agreement with the Central Arkansas Library System. The alternative learning statement is conflicting. Transportation issues are not clearly addressed and defined.

Charter is eligible for the National School Lunch Program administered through the Child Nutrition Unit. Charter has not indicated a proposed vendor of meals. Facility was stripped of all food service equipment when the facility was closed. It must be brought up to current health and safety codes. However, only $25,000 was budgeted for M & O for the entire district all year. Discriminatory Language was found in the application, applicant must understand that ALL children are eligible to participate in the NSLP; each would pay according to eligibility status.

Strengths: Charter will be located in Little Rock, skilled labor and possible vendors of meals should be available. Proposed facility is a previous school site. Facility has a cafeteria and kitchen area. Reasonable budget for meal service when compared to enrollment

OBJECTIVE 18: Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Score: 3 / 10

Weakness: Very limited description of how parents or guardians will be involved is included in this section.

Strengths: - -

OBJECTIVE 19: Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the *Standards for Accreditation* as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? **Does the application provide a brief description of the need for each waiver requested?**

Score: - -

Weakness: - -

Strengths: - -

Legal Comments:

a. Ark. Code Ann. § 6-15-902 (Uniform Grading Scale"): § 6-15-902 applies to public secondary schools; it may be used by public primary schools. To the extent that § 6-15-902 is applicable to grades K-8, its use may be waived as to non-core (i.e., elective) courses only.

b. Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Standards for Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to criminal background checks.

c. Ark. Code Ann. § 6-17-902 (concerning examination of teachers' contracts by the county clerk).

This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

d. Ark. Code Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the Standards for Accreditation Rules (concerning approval of building plans and standards for school construction).

- The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

e. Rules Governing Expenditure Requirements for Public Schools:

This ADE rule is premised upon Arkansas statutes which are specifically applicable to charter schools as well as school districts and, thus, neither the Rule nor the underlying statutes are capable of being waived.

f. ADE Rules Governing Waivers of Earnings Limitations Under the Teacher Retirement System:

This waiver may not be permissible, as the code section on which this Rule is based (Ark. Code Ann. § 24-7-708) is not located in Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 *et seq.*). *See* Ark. Code Ann. § 6-23-103(1).

OBJECTIVE 20: Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score: - -

Weakness: - -

Strengths: - -

Legal Comments: The ADE Attorney's Office will be preparing a separate Memo on desegregation issues for the State Board prior to its review of each charter application; a copy of the Memo will also be forwarded to the charter applicant.

Are attachments included in the following order?

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Signed Statement of Assurances Form (required)

Comments:

- The applicant used Foundation Aid of $5,770 per student. The correct amount is $5,876.
- The applicant provided good detail on sources and calculations of expected revenues.
- Though the applicant did not use the required budget template, the budget detail provided exceeds the detail in the required budget template.
- Attached to the application you will find a calendar, daily schedule, incomplete facility use agreement, proposed salary schedule, evidence of status as eligible entity, and signed Statement of Assurances form.

FedEx. US Airbill
Express

FedEx Tracking Number 8619 8276 8817

1 From Please print and press hard.

Date 10/3/07 Sender's FedEx Account Number 3332-3106-9

Sender's Name Charter School offic Phone (501) 683-5300

Company ARKANSAS DEPT OF ED

Address 4 CAPITOL MALL RM 305B Dept./Floor/Suite/Room

City LITTLE ROCK State AR ZIP 72201

2 Your Internal Billing Reference
First 24 characters will appear on invoice.

3 To

Recipient's Name Dr. R.J. Hampton Phone (501) 375-7523

Company Education Consortia

Recipient's Address 1714 Broadway
We cannot deliver to P.O. boxes or P.O. ZIP codes. Dept./Floor/Suite/Room

Address
To request a package be held at a specific FedEx location, print FedEx address here.

City Little Rock State AR ZIP 72206

0359521548

Schedule a pickup at fedex.com
Simplify your shipping. Manage your account. Access all the tools you need.

Form 0215 Sender's Copy

4a Express Package Service — Packages up to 150 lbs.

- [x] FedEx Priority Overnight — Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Standard Overnight — Next business afternoon.* Saturday Delivery NOT available.
- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

FedEx Envelope rate not available. Minimum charge: One-pound rate. * To most locations.

4b Express Freight Service — Packages over 150 lbs.

- [ ] FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation. ** To most locations.

5 Packaging

- [x] FedEx Envelope*
- [ ] FedEx Pak* — Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak.
- [ ] FedEx Box
- [ ] FedEx Tube
- [ ] Other

* Declared value limit $500.

6 Special Handling — Include FedEx address in Section 3.

- [ ] SATURDAY Delivery NOT Available for FedEx Standard Overnight, FedEx First Overnight, FedEx Express Saver, or FedEx 3Day Freight.
- [ ] HOLD Weekday at FedEx Location NOT Available for FedEx First Overnight.
- [ ] HOLD Saturday at FedEx Location Available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.

Does this shipment contain dangerous goods? One box must be checked.

- [x] No
- [ ] Yes — As per attached Shipper's Declaration.
- [ ] Yes — Shipper's Declaration not required.
- [ ] Dry Ice — Dry Ice, 9, UN 1845 ____ x ____ kg

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging.

- [ ] Cargo Aircraft Only

7 Payment Bill to: Enter FedEx Acct. No. or Credit Card No. below.

- [x] Sender — Acct. No. in Section 1 will be billed.
- [ ] Recipient
- [ ] Third Party
- [ ] Credit Card
- [ ] Cash/Check

FedEx Acct. No. / Credit Card No. Exp. Date

Total Packages	Total Weight	Total Declared Value†
1		$ .00

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October 16,2007

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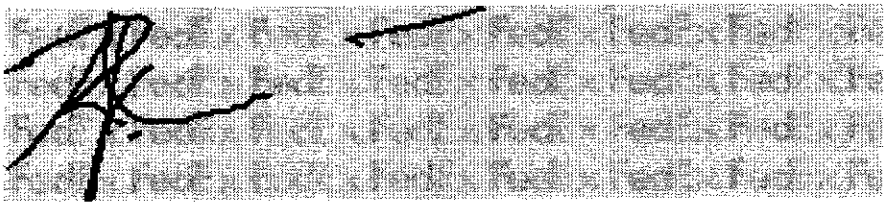

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THE LEARNING FOR LIFE ACADEMY

Administrative Office
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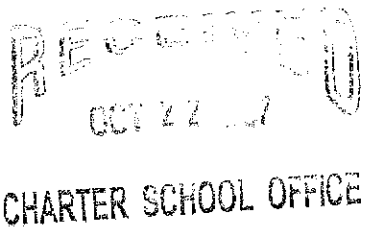
Little Rock, Arkansas 72206
(501) 374-5780

October 22, 2007



Dr. Mary Anne Brown
Program Director
Charter School Office
#4 State Capitol Mall, Room 305-B
Little rock, Arkansas 72201

Dear Mrs. Brown:

The following is a response to the evaluation of the Learning for Life Academy Application to open and operate a Public Charter School within the boundaries of the Little Rock School District.

Objective # 1

1. **Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school. Provide copies of any supporting evidence received.**

Evaluation Comment:
Applicant will need to clarify that newspaper notice and a Public Hearing also occurred in 2007.

Response
The Meeting date was August 23rd, 2007 as described on the attached Agenda. August 23, 2006 is a typographical error occurring in the body of the application and not further substantiated. The attached copy of the Advertisement carries the date of advertisement run. A copy of billing and payment is attached.

Objective #2

2. **Provide verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn. In accordance with Act 1311 of 2001, the notice of public hearing will not be published in the classified or legal notice section of the newspaper. The notice will be published in no less than ten-point**

2. **size and will be no less than two by four inches in size. The last publication of notice will be no less than seven days prior to the public meeting.**

Evaluation Comment:
Unable to verify dates of publication, receipt not attached.

Response:
The attached advertisement bears the run date of the publication. A copy of billing and payment is attached.

Objective #3

3. **Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school.**

Evaluation comment:
The composition of the nine-member board is vague. The continuation of the membership is vague.

Response:
The School Board will consist of nine (9) members. Two (2) of the nine members will be parents of students in attendance or previous attendance at the school or be parents of students with "emerging abilities".

The Board of Trustees will establish Standing Committees which will be populated by members of the Sponsoring Organization Board and others to insure a close and supportive relationship of the sponsoring organization to policy development and implementation.

The Board will elect members to the following offices: President, Vice President, Secretary and Treasurer. The goal of the standing committees is to improve outreach, lay involvement and provide a foundation for the perpetuation of the organization.

Addendum:
Standing committees will be consistent and coordinated with the ASCIP planning structure. The named committees are: (1) Building committee (2) Planning and Policy development and (3) Community Relations.

Explanation: "Self-perpetuation". The Board structure requires participation by parents of the student target group. The objective of the standing committees and their population is

to assure a seamless relationship to the founding organization with the capacity to engage the community in the affairs of the school. This foundation will provide the basis for growth dynamics and the structure of the Board. The ASCIP process will be conducted using contracted personnel. This arrangement will provide the opportunity for external input into the policy development and planning process. The Rules of order, Succession and Seating of board members will likely flow from the standing committee on Planning and Policy Development. The Board and its operation will be reflective of this involvement, i.e. "self-perpetuating".

Objective # 4

4. Give the mission statement for the proposed open-enrollment charter school

Evaluation comment:
There is no reference as to how the mission statement was derived.

Response:
The statement was derived through meetings and discussions occurring during the planning process. The Mission is based on the organizing groups desire to meet the needs of a particular subgroup in the public school system. The Founding organizations' particular understanding of the underlying causes of educational failure within this subgroup provided the framework for the development of the Statement.

Objective # 5

5. Provide a description of the educational need for the school

Evaluation comment:
Data regarding School Improvement Status needs to be updated. No mention of students at the basic level. No reference to impact of data. Source of remediation data unclear.

Response:
There are (26) schools in the LRSD on the school Improvement List (source NORMES School Report Card).

The data impelling the mission of Learning for Life and its program of learning is nestled in the increase in enrollments in Alternative Learning Environments. The magnitude of the problem in evidenced in significant increases in funding for these environments by the State Legislature.

The educational program of Learning for Life is focused on grades 4-8. The program targets students in these grades who are underperforming and exposed to broad negative social forces. The percentage of students underperforming in these grades is reflected in the 2006 Benchmark Exams as reported on the School Report Card and presented in the application.

Addendum:
The graduation rate for the LRSD is 75.8. The dropout rate is 4.3. In a school district with over 26,000 students that works out to over 1,000 students per year dropping out of school. They drop out of the Alternative Learning Environments.

When compared with other urban districts, such as the Benton School District which has a graduation rate of 86.2 and a drop out rate of 3.2 or El Dorado School District which has a graduation rate of 94.1 and a dropout rate of 2.1. The need for innovation is clear. The problems that cause dropout and failure begin early.

Objective # 6

6. Describe the educational program to be offered, and how it will align with the Arkansas Curriculum Frameworks.

Evaluation Comment:
No mention is made of aligning activities to correlate the school's curriculum with Arkansas Frameworks. Student preparedness is referenced in the application, no process is outlined. Research quoted is "1977" information more explanation is needed on "extended day" activities: How will professional development be provided? How will the needs of incoming students be assessed and addressed, how will training be provided to parents in mentoring and tutoring? The application makes no mention of the School ASCIP program and how it will be incorporated.

Response
Alignment:
The proposed curriculum i.e. "Core Knowledge Sequence" "Plato" and "Direct Instruction" are structurally aligned to Arkansas Frameworks by design. Alignment at the point of delivery i.e. Lesson Plans and Instruction Strategies will be accomplished through professional development, planning, peer counseling and instructional leadership. The Lead Teacher will be responsible for the goal of insuring a quality education meeting framework standards through lesson plan review, teacher observation, counseling and evaluation. The ability to align instruction to Arkansas Framework standards will be a topic for professional development.

Assessment
Assessment of student Academic Ability is critical to fulfillment of the School's Mission. The assessment process will reveal academic achievement level, learning propensities and disabilities. The Plato program is geared to assess academic strengths and weaknesses of students and track academic progress over time. Additional assessment processes including teacher observation and skills definition will also be used.

Information derived from student assessments will inform the ASCIP planning process, providing the foundation for resource decisions and planning.

Extended Day Activities
The goal of the "extended day activities" is to increase the amount of time students are engaged in structured activities. Accomplishment of this goal gives students more opportunity to "Catch Up" and assists the parenting process. Extended day activities are structured to meet educational requirements in Art and Physical Education in a "time appropriate" manner when student interest may be requisite for maximum participation. High standards of supervision and monitoring during the extended day will be maintained through scheduling and personnel assignment.

Mentor-Tutor Training
Mentor-Tutor Training will be provided in a separate training module consisting of (16) clock hours of instruction based on the premise that Learning is a life process and the basic skills to transmit learning can be acquired in relatively short order.

The training curriculum will consist of philosophy, examples, mentor-tutoring techniques, and role definition in the mentor-tutoring process.

The ASCIP Process
The ASCIP process will be based in Board structure and will be implemented utilizing contract personnel. Standing committees of the Board will form the organizational structure and contract personnel will serve as resource for coordination and implementation with administrative and instructional areas.

The ASCIP planning process will engage and sustain the support and maintenance publics of the school. Standing Committees will report to the Board using established protocol.

Objective #7

List the specific measurable goals for improving student academic achievement for each year of the charter school's initial five (5) year period and outline other performance criteria that will be used during the initial period of the charter operation to measure its progress in improving student learning

Evaluation Comment:
Which Certified Teachers will be administering the STATE Mandated Assessments?

Response:
The Lead Teacher will be the primary designee with recommendation responsibility for assistance as needed.

Objective # 8

Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.

Evaluation Comment
No description of curriculum mapping/alignment is contained within this Section

Response:

The Response to Objective #6 is repeated here:
The proposed curriculum i.e. "Core Knowledge Sequence" "Plato" and "Direct Instruction" are structurally aligned to Arkansas Frameworks. Alignment at the point of delivery i.e. Lesson Plans and Instruction Strategies will be accomplished through professional development, planning, peer counseling and instructional leadership. The Lead Teacher will be responsible for the goal of insuring a quality education for students meeting framework standards. This will be accomplished through lesson plan review, teacher observation, counseling and evaluation.

The opportunity for teachers to develop skills in aligning the instruction process to Framework Standards will be incorporated in professional development activities.

Objective # 9

Describe the geographical area to be served by the Charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school.

Evaluation Comment:
Geographic area indicated, not described.

Response:
The geographic are served by the LLA will be concentrated in the Central Little Rock area. This area will be bounded on the East generally by the Little Rock Airport, on the south by Interstate 30, on the north by Markham Street and on the west by John Barrow Road. The districts that may be affected by the school will be the Little Rock School District, and perhaps to a slight extent North Little Rock and Pulaski County School Districts.

Objective # 10

Describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives.

Evaluation Comment

No indication was made of conducting the required meeting as per standards of accreditation.

Response:
Required meeting
In addition to the reporting activities mentioned in the application, the required meeting to report to the various publics of the school i.e. parents, general community, support organizations etc. will be the responsibility of the ASCIP planning process. The various interest groups will have representative membership on standing committees of the Board. Contract personnel will have the responsibility of assembling and presenting academic achievement data plus school proficiency and abilities to the public in a positive and informative manner.

Objective # 11

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter.

Evaluation Comment:
The description of the lottery process is unclear. Is this on a "first–come" "first-served" basis? Additional information is needed.

Response:
When enrollment applications exceed the enrollment cap of the Charter, A weighted lottery process will apply. Applications exceeding enrollment will be pooled in (two) categories (1) Students qualifying for National School Lunch Programs and Students not qualifying for Student Lunch Programs.

Where family income qualifies students for National School Lunch programs, applications will be pooled separately from students not qualifying and students will be enrolled on a "first-come" first served basis" as vacancies occur. Every fourth vacancy will be filled from the pool of students not qualifying for Student Lunch Programs.

Objective 12
No Response

Objective 13
No Response
Objective 14
No response

Objective 15
No Response
Objective 16

13. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

1. **Members of the local board of the public school district where the proposed open-enrollment charter school will be located**
2. **Employees of the public school district where the proposed open-enrollment charter school will be located**
3. **The eligible entity sponsoring the open-enrollment charter school or,**
4. **Employees/directors/administrators of the proposed open-enrollment charter school**

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other sate and federal laws. If the facility does not currently meet these requirements, provide a list of items what will need to be addressed to bring the facility into compliance.

Note: The State Board of Education will not consider an application that does not have an agreement for the use of the building.

Evaluation comment:
A lease agreement is included. However, it is not signed by the Lessor:

Response:
An offer has been made to purchase the building. The decision to sell will be made on August 25, 2007, in the alternative; a lease agreement is being discussed with the custodians of the Mitchell School located on Battery Street in Little Rock.

Objective 17

Describe the manner in which the school will make provisions for the following student services:

Evaluation Comment:
No mention of agreement with Central Library System

Response:
Central Library System
Agreement with Sue Cowan Williams Library for use of public library by students was denoted in attached letter and updated at time of application via telephone. The agreement remains in effect.

Transportation
We will work with the LRSD to pick up LLA students who live on established routes and take them to the route destination. We will pick them up from that destination point and transport them to LLA.

We will provide homebound transportation to students that need it. Parents will be encouraged to pick up their children. We believe the extended day will provide advantages to parents that will encourage them to assist in transporting their child home.

Objective 18

Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

Evaluation Comment:
Very limited description of how parents or guardians will be involved is included in this section.

Response:
Our previous representations are presented here with clarifications:

"LLA seeks to expand the relationship of the school to parents and students and provide services to help parents meet the challenges that come when broad social forces place the family and subsequently the child at risk."

> **Central to our focus on providing educational services to (youth with emerging abilities" is a redefinition of the services provided to parents by the School. We believe youth are "at risk" because "families are at-risk". Immediate and sustained academic achievement will be inseparably linked to changing circumstances that place families at-risk. This means the**

provision, coordination or access of services that decrease poverty and increase education and economic opportunity. An example of that is the provision of mentor-tutoring services to parents, creating skills and abilities that can be exchanged in the marketplace.

"LLA will model ways to repackage and deliver services to parents that reduce risk factors for their child. LLA seeks to become a resource to service providers to improve efficiency and delivery of services designed to assist parents of children deemed to be at –risk. LLA will coordination space and resource to accomplish the objective of strengthening the home/family as "The Primary Learning Environment".

We will work with State and local Agencies such as The Workforce Alliance Social Service and Mental Health Counseling agencies. We will request the repackaging and delivery of services to parents of students seeking to improve job skills. We will provide pace and coordination through our parent Resource Center to provide those services on site where feasible.

Parents will be invited to participate in support groups established through the Parent Resource Center to address issues they face in raising youth with emerging abilities.

The Parent Resource Center will serve as the organizing point for the delivery of these services (see Counselor Job Description). Services will be geared toward helping parents meet the challenges of life that place their children and families at-risk.

We envision a school functioning after the rural school model, where the school became the center of a family's life. The services required are different, agricultural education and skills were needed in that period. Parents require a different set of skills and services. The School served as the hub of a Learning Community. We envision Learning for Life functioning in the same capacity.

Objective 19
No response

Objective 20
No response

Respectfully submitted,

Dr. R. J. Hampton
President
Education Consortia Inc.

INVOICE / STATEMENT

ARKANSAS DEMOCRAT-GAZETTE, INC
PO BOX 2221
LITTLE ROCK, AR 72203
(501) 399-3660

4 BILLING DATE	6 TERMS OF PAYMENT	3 INVOICE NUMBER	PAGE
08/31/07	09/15/07	424156	1

9 ADVERTISER / CLIENT NAME

7 BILLED ACCOUNT NUMBER	8 ADV. / CLIENT NUMBER
1586478	

5 BILLING PERIOD: 08/01/07 08/31/07

ADVERTISING DEPARTMENT: RETAIL DISPLAY

R J HAMPTON
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LITTLE ROCK AR 72206

10 DATE	12 13 14 DESCRIPTION	CLASS/ TYPE	15 DIMENSIONS	16 TIMES	17 BILLED UNITS	U/M	18 RATE	19 AMOUNT
07/31/07	BALANCE FORWARD							0.00
08/06/07	Payment on Account							1,433.52CR
	PUBLICATION: DEMOCRAT-GAZETTE - RETAIL ADV.							
08/01/07	School	MSA	2x4.00	1	8.00in	59.730		477.84
08/08/07	School	MSA	2x4.00	1	8.00in	59.730		477.84
08/15/07	School	MSA	2x4.00	1	8.00in	59.730		477.84
	Publication Totals:		$1,433.52					

24 AGING			
JULY	JUNE	MAY	OVER 3 MONTHS
0.00	0.00	0.00	0.00

21 AMOUNT: 0.00

25 PLEASE PAY TOTAL AMOUNT DUE: 0.00

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